DOCUMENT RESUME

ED 166 818 EA 011 329

AUTHOR Short, Kathleen, Ed.
TITLE Cooperative Programs Between Public and Private Elementary Schools. Individual Approaches to Elementary School Programs.
INSTITUTION National Catholic Educational Association, Washington, D.C.
PUB DATE [73]
NOTE 95p.
AVAILABLE FROM Publication Sales, National Catholic Educational Association, One Dupont Circle, Suite 350, Washington, D.C. 20036 ($2.95; quantity discounts)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Catholic Schools; *Cooperative Programs; *Dual Enrollment; *Educational Alternatives; Elementary Education; Private Schools; Public Schools; *Shared Services

ABSTRACT

This report, the result of questionnaires sent to superintendents of Catholic schools across the country, describes alternative approaches to the provision of Catholic education in the wake of Supreme Court decisions limiting the public aid available to private schools. Shared-time, dual enrollment, and ecumenical schools were some of the alternatives that encouraged local public and private school cooperation. Schools are listed under those using dual enrollment, a four and one-half-day school week, shared-time, ecumenism, and other programs. Each school's response includes reflection on such features as history of the innovative process, goals, evaluation, and future projections. (Author/LD)

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Cooperative Programs Between Public and Private Elementary Schools

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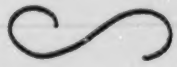
COOPERATIVE PROGRAMS BETWEEN PUBLIC

AND NONPUBLIC ELEMENTARY SCHOOLS



INDIVIDUAL APPROACHES

TO ELEMENTARY SCHOOL PROGRAMS

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INTRODUCTION

The National Catholic Educational Association (NCEA) receives frequent requests for information regarding current specific problems in Catholic elementary schools across the country. In an effort to make an adequate and timely response to these requests, the NCEA Elementary Department has reported data that has been researched on such programs as Dual Enrollment, Shared-Time, Ecumenical Schools, and Four and One-Half Day School Week.

COOPERATIVE PROGRAMS BETWEEN PUBLIC AND NONPUBLIC ELEMENTARY SCHOOLS/ INDIVIDUAL APPROACHES TO ELEMENTARY SCHOOL PROGRAMS is a result of this effort. The report was compiled from responses to questionnaires which were sent to the Chief Administrators of Catholic Education (CACE) and the Supervision, Personnel and Curriculum Section of CACE. In addition to submitting pertinent materials on such programs, principals of schools so identified included information on other types of cooperative ventures as well.

COOPERATIVE PROGRAMS BETWEEN PUBLIC AND NONPUBLIC ELEMENTARY SCHOOLS/ INDIVIDUAL APPROACHES TO ELEMENTARY SCHOOL PROGRAMS indicates a popular movement, a show of strength, determination, and courage. School staffs, pastors, boards of education, parents, and the total community are exploring creative ways to provide quality education while imparting the message, establishing community, and giving service to constitutents. Most importantly, the students are the recipients of some of the most advanced, specialized opportunities that modern education has to offer.

For the most part, the central motivation for these programs has been the problem of financial solvency for Catholic education in America in the aftermath of recent Supreme Court decisions. The impact of these crucial decisions limiting public aid to nonpublic schools strongly affected Catholic decision-

makers. Their task: to come to grips with the problem of making educational institutions financially solvent while pursuing the objective of a recognizably superior product in terms of human development and Christian formation.

The search for financial stability led educational administrators to alternative approaches for funding. Shared-time, dual enrollment, and ecumenical schools, in particular, offered promising methods of local public and nonpublic school cooperation and a viable approach to the financial solvency of Catholic education in America.

Although each program presents a unique approach, altogether they reveal a commonly shared situation. Thus, in many cases, situations are similar even though labels differ. While some cases are indeed extraordinary, it is this writer's belief that many situations, or innovations, may be expanded or adapted to meet similar situations.

Grateful acknowledgment is made to all who have helped in the preparation of this publication. The editor is especially grateful to the NCEA Elementary Department Executive Committee members for their inspiration and encouragement; to the Chief Administrators of Catholic Education and the Supervision, Personnel and Curriculum Section of CACE for their valuable recommendations; and to the elementary school administrators who responded so generously to our request with pertinent materials for significant educational programs. Lastly, this editor wishes to acknowledge with gratitude the assistance given by Sister Marie Savickas, CSA, in helping with the collating of the materials.

Sister Kathleen Short, O.P.
Executive Director
Elementary Department - NCEA

Dual Enrollment

All Lay Parochial School

Holy Trinity - St. Hedwig School
1004 Wenona South
Bay City, Michigan 48706

Mr. William Vogel
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The shared-time (dual enrollment) was initiated to benefit both schools involved in the arrangement. Holy Trinity - St. Hedwig School feel that the greater benefits accrue to the parochial school. A greater range of extra-curricular activities and the use of more facilities are available to parochial students.

HISTORY OF INNOVATION PROCESS

The merged Holy Trinity - St. Hedwig School began shared-time in 1964. The parochial school students take math, science, and an elective at the local public school. Government funds finance the added classes at the public school. Both schools are very comfortable with the current arrangements for the dual enrollment.

In 1974-75, Holy Trinity - St. Hedwig School became a school taught and administered entirely by lay people.

UNIQUE FEATURES OF INNOVATION

- All lay people staff the school.
- There is an extremely good relationship between the parochial and the public schools.
- Both schools work together to sort out mutual concerns and to arrive at solutions to problems in education.
- Staff members at both schools show an increasing willingness to listen to the ideas, wants, and needs of others.

INTERACTING MEMBERSHIP

Eight Catholic lay teachers with earned masters degrees teach at the parochial school; the regular public school staff deals with parochial school students in the shared-time courses.

Two hundred one are enrolled during the 1974-75 academic year. For four years prior to the present, the enrollment at Holy Trinity - St. Hedwig School has been dropping by 10% per year. When the school changed to an all lay faculty and administration, the enrollment rose by 10%.

LOCAL EVALUATION

Among the listed strengths of the innovation is the fact that a wider range of activities can be offered to their students.

One weakness in the shared-time arrangement is the identity crisis which leads many of the students to question their loyalty to the school.

PROJECTIONS

It is anticipated that shared-time as it is presently structured is likely to continue. The arrangement is beneficial to both the parochial and the public schools.

One item of concern is the small student enrollment. The school with an all lay staff and with a dual enrollment arrangement is judged successful, but parents are slow to adjust to change. The innovation is too new to offer proof of a lasting and successful program. Many parents require proof of success before they commit themselves completely.

Dual Enrollment

Holy Family School
323 Chestnut Street
Latrobe, Pennsylvania 15650

Sister Evangelist Eisley, RSM
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The arrangement for Holy Family seventh and eighth grade students to attend Latrobe Middle School provides the opportunity to "...get...up and away from the...'ghetto' as it were...so they may compare before their transfer to high school where they change attitudes overnight!"

HISTORY OF INNOVATION PROCESS

Holy Family seventh and eighth grades in Latrobe, Pennsylvania, began attending Latrobe Middle School in September, 1974 for a "Unified Arts Program." This program consists of home economics, industrial arts, physical education, library science, music, and art.

The seventh grade attends Latrobe Middle School from 10:00 a.m. to 11:40 a.m., after which they walk back to Holy Family for lunch. The schools are approximately a ten-minute walk apart. The eighth grade level attends Latrobe Middle School from 1:45 p.m. to 2:50 p.m., after which they are dismissed.

UNIQUE FEATURES OF INNOVATION

Probably the most unique feature of the dual enrollment in Latrobe is the interaction at the administration level. Despite a devastating teacher strike in September of 1974, which is cited as preventing well-organized plans from functioning smoothly, there appear to be carefully designed and implemented directives for student behavior.

- Absenteeism is recorded and filed at the school office before classes begin.
- Misconduct between schools is dealt with at Holy Family School.
- Misconduct in the public school is dealt with at that school.
- Excellent rapport exists between principals and counselors.

INTERACTING MEMBERSHIP

The staffs of both schools are unchanged because of the dual enrollment. The student populations are also unchanged; however, little can be projected about this factor since these are the first few months of the experiment.

LOCAL EVALUATION

- The students are experiencing a new adventure in learning. Even reluctant learners have a new lease on life since they excel in the classes they attend at Latrobe Middle School.
- It appears evident that the curriculum at Holy Family is more challenging than at Latrobe Middle School.
- "My strongest thrust is the fact that the children are comparing schools and seeing our teachers 'teaching as Jesus taught' and 'giving form to the vision.'"

PROJECTIONS

Dual enrollment is a first in the Latrobe area. It will be pursued in subsequent years, but will depend upon the available federal aid. The administration at Holy Family accepts the challenge of becoming knowledgeable of the various federal programs through which the funding is available.

Dual Enrollment

St. Augustine Grade School
511 Fourth Avenue Northwest
Austin, Minnesota 55912

Sister Sean Clinch
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The parents of the seventh and eighth grade students want their children to have a shop and home economics program.

The objective of "Educational Experience Week," four days set aside between semesters, is to introduce to seventh and eighth graders a variety of experiences.

HISTORY OF INNOVATION PROCESS

Since 1972, shop and home economics have been made available to the seventh and eighth grade students of St. Augustine School through the local public school. In 1974 - with the decline in enrollment and the cutback in the personnel - there were no longer spaces available at the public school to accommodate students from St. Augustine. However, the administrators of that school arranged to have both programs continued for the children.

- A teacher from Pacelli High School was hired to teach home economics. The class is held at the high school, across the street from St. Augustine.
- The School Board requested and obtained permission to hire a public school teacher to teach shop to the boys of St. Augustine at the high school. The School Board remunerates the Public School District for these services.

UNIQUE FEATURES OF THE INNOVATION

The administrators of St. Augustine feel that the shop and home economics programs are unique only in the way in which the local public school system has cooperated to make the programs available.

"Educational Experience Week" is unique because:

- There is a wide variety of options from which the students are able to choose.

These options include:

Auto Mechanics	Banking	Boilers
Bowling	Bridge	Business Management
Candle Making	Cards - 500	Coin/Stamp Collecting
College ("What Is It?")		Courts/Jails
Crocheting	Dancing	Dog Training
Driver Education	Drugs	First Aid
Fishing	Golf	Ham Radio
Hockey	Horseback Riding	Hunting
Knitting	Macrame	Military
Mod Podge	Needlepoint	Newspaper Printing
Old Movies	Photography	Plumbing
Radio Announcing	Silk Screening	Sketching
Soldering	Snowmobiles	Taxidermy
Tennis	Trapping	Weaving
Wood Carving		Yoga

There is extensive community involvement in the project. Over forty adults, in addition to the regular faculty, and six high school students responded through the Parish Bulletin and person-to-person contact to conduct an educational experience for the students.

INTERACTING MEMBERSHIP

The staff of St. Augustine Grade School, with the cooperation of the School Board, enlist the services of a teacher from Pacelli High School and a teacher from the local public school. Parents and high school students become deeply involved with the St. Augustine students during the four-day interim between semesters.

LOCAL EVALUATION

No formal evaluation has been made of either program. The School Board voted unanimously to continue the shop program for this present year. Verbal response from the students, parents, and faculty indicates positive support for having another "Educational Experience Week."

PROJECTIONS

No long range projections are made at this time. Decisions each year will be made on the basis of evaluations.

Dual Enrollment

St. Clement Grade School
8155 Ritter Avenue
Center Line, Michigan 48015

Sister Maryjo
Principal

THE INNOVATION

A unique dimension is attached to the dual enrollment program entered into by St. Clement Catholic Elementary Grade School, Center Line, Michigan, which was doomed to close because of severe financial problems. In a sense, St. Clement School can be said to have dual enrollment, although the participants prefer to call it "shared-time."

Additional costly facilities were needed by nearby Engleman Public School in order to accommodate St. Clement's students but the idea of imposing additional school taxes to defray the cost of these facilities was not considered feasible at the time. Another solution had to be found. After much discussion and serious planning sessions on the part of responsible parties, a dual enrollment agreement was thought to be the most appropriate solution to the dilemma.

UNIQUE FEATURES

St. Clement Grade School and Engleman Public School are located in a totally Catholic community setting so it is not surprising that the student enrollment of both schools is thoroughly Catholic also.

One-half day is spent in the St. Clement building and the other half day in Engleman building.

Students from both Engleman Public School and St. Clement study religion, language arts, and social studies at St. Clement's School. At Engleman, the students from St. Clement study math, science, and physical education.

LOCAL EVALUATION

- The students have had to adjust to different teachers, buildings, and atmosphere.
- The curriculum and the variety of activities have been expanded for St. Clement's students.
- This arrangement has been very successful and will continue as long as the financial bind restricts the capabilities of St. Clement School.

Dual Enrollment

St. John School
619 Main
Essexville, Michigan 48732

Sr. Margaret Kienstra
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The innovation was conceived when so many pupils left St. John School to attend Essexville-Hampton Junior High at the end of the sixth grade. The public school was new. It had a swimming pool and many extra advantages. In setting up the dual enrollment, the school board hoped to retain the pupils at St. John School. Dual enrollment provided shop, home economics, career education, etc., that St. John could not offer.

HISTORY OF INNOVATION

In July, 1971, a recommendation was made by the school board to explore the possibility for the parochial school to take some courses at the local public school.

In September, 1971, the eighth graders started taking shop, home economics, and physical education at the public school.

During 1972-73, the shared time program included both the seventh and eighth grades. An "exploratory" program of 13 weeks each of art, home economics, and the industrial arts was offered to the seventh graders; the eighth graders participated on an elective basis. Both grades were enrolled in the physical education program. The program is presently still operating in the same way.

UNIQUE FEATURES OF INNOVATION

The staffs involved consider the fact that there was immediate and continued cooperation between the two school systems the most unique feature of their dual enrollment.

LOCAL EVALUATION

In addition to having an expanded curriculum, the children consider it an advantage to be able to make a comparison between the two school systems.

The fact that the parochial school must build its program around the public school is perceived as a weakness.

PROJECTION

Some restructuring of schedule is projected, but in essence the program is likely to continue as it presently is.

Dual Enrollment

St. John School
R.D. 1, Box 20
Perryopolis, Pa. 15473

Sr. Ann Margaret Bolf
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

Enrollment in both St. John School and Frazier High School serves to fill needs of the parochial school students:

- The options of available curriculum areas have been increased.
- Home economics and training in shop are provided for the students.
- An equivalent of a semester's work in the arts is provided for the students.

HISTORY OF INNOVATION PROCESS

Dual enrollment is in the seventh year of operation. Classes taught at the public school to the parochial school students are scheduled for two periods of the day during one semester.

INTERACTING MEMBERSHIP

- Four Sisters and four lay Catholic teachers, each of whom has earned a Masters Degree in Education, staff St. John.
- Presently, 21 students from the seventh and eighth grades of St. John participate in the dual enrollment. This represents an enrollment which has been decreasing over the past five years. If the present enrollment at St. John's remains stable, classes participating in the dual enrollment will increase by at least 70% for the next years.

LOCAL EVALUATION

The staff at St. John appreciate the otherwise unavailable opportunities provided for the parochial students through dual enrollment. However, they perceive the two periods of class time lost at St. John, together with the travel time to and from the public school, as a weakness of the program.

PROJECTIONS

Dual enrollment is expected to continue in the future, but some changes in class scheduling are likely.

Dual Enrollment

St. Matthew Day School
1307 Lincolnshire Drive
Champaign, Illinois 61820

Sr. Rosemary Small
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The rationale of the administration for the dual enrollment program is one related entirely to economics.

HISTORY OF INNOVATION PROCESS

In 1965, the seventh and eighth grade students of St. Matthew Day School began enrolling simultaneously in Thomas Jefferson Junior High School. Half-day sessions are spent in each school.

UNIQUE FEATURES OF INNOVATION

From 41 student evaluations (1974-75), it appears that the most unique features are:

- Students are able to get "...the best of two schools." Religion classes and religion-permeated classes are part of St. Matthew Day School activities. Students are eased into the public sector of education through the half-day attendance at Thomas Jefferson Junior High School over a two-year period.
- Students may opt from a broader spectrum of friendships, activities, and classes.

INTERACTING MEMBERSHIP

Staff

The staff at St. Matthew Day School is selected by the administrators at the parish with a view to serving the Catholic population in the parochial school. Sr. Rosemary Small serves as Principal during the current year.

The staff at Thomas Jefferson Junior High School is a typical public school staff.

Student Population

St. Matthew Day School presently has approximately 40 students in the combined seventh and eighth grades.

Thomas Jefferson Junior High has a very large enrollment which causes hall congestion and crowded rooms; options of classes open to St. Matthew Day School students are often closed because the class roll is filled by Thomas Jefferson Junior High students.

LOCAL EVALUATION

These are entirely by 1974-75 students from St. Matthew Day School:

Strengths

- 56% reported that dual enrollment affords a greater opportunity to broaden friendships.
- 39% reported that they appreciated the special activities open to them.
- 22% reported that the gradual adjustment to the public school system is an advantage.
- Several perceptive students felt that dual enrollment allows one to make comparison between schools. They make comparison between schools on the basis of school staff, cleanliness of facilities, ideas and thoughts peculiar to each school. Their appreciation of St. Matthew Day School has been enhanced.
- Students felt that they receive far better religious instruction than if they attended CCD.
- St. Matthew students get a relief from "...battling your way through..." because of smaller numbers in their own school.
- One experiences less violence than if the combined enrollment were constantly together.

Weaknesses

- Announcements and/or activities are necessarily missed when one is not at the school.
- "When you switch schools, you have to switch personalities because kids and rules are different."
- The different dress codes at each school cause discomfort to many St. Matthew's students. One student expressed a typical reaction: "Sometimes we get beat up for being from St. Matthews. -- a priss, a goody-goody -- We can't wear jeans, halters or shorts. That is a real bummer!"

- St. Matthew Day School students are not accepted on equal terms by students of Thomas Jefferson Junior High School. Thirty-four percent of the students report being kidded about going to Catholic school, being beaten up, cut down, put down, and being made fun of.

Students show no consensus about Thomas Jefferson Junior High School staff. Evaluations range along a continuum, limits of which range from "teachers aren't as strict as at St. Matthew's," to "...so strict at Jefferson."

Some consensus appears evident about homework. At St. Matthew's, students get three times, two times, lots more, or tons more homework than at the Junior High, where teachers give time to do homework in school. Evaluations reflect the maturity level of the students. Several volunteered that one learns more at St. Matthew's; one appreciates that "...you can study or have a can of pop..." at the Junior High.

PROJECTIONS

As long as a financial bind restricts the capabilities of St. Matthew Day School, the dual enrollment will continue.

Dual Enrollment

St. Patrick School
179 Main Street
Jaffrey, New Hampshire 03452

Sr. Catherine Feeny, SSND
Principal

THE INNOVATION

This is the fourth year that seventh and eighth grade students at St. Patrick School in Jaffrey are enrolled in two schools each day. The fifty students go directly to a variety of assigned classrooms in the Jaffrey Middle School each morning for classes in math, science, and physical education. The students spend about 2/3 of the school day at the public school. A bus rented from the local school district for a nominal sum transports the students to St. Patrick's for the remainder of the school day. All value-centered subjects are taught at St. Patrick.

About 20 primary grade children who need remedial reading are shuttled to the local grade school in the afternoon by a corps of volunteer mothers.

The term "dual enrollment" is avoided; dual enrollment is not legal in New Hampshire. The method by which the program functions in Jaffrey is permitted by state law, however.

LOCAL EVALUATION

The strengths of the program include the following:

- Up-to-date science equipment is available to the children. An individualized approach to science is implemented at the public school.
- Cooperation between the two schools has increased. Joint efforts have been initiated toward staff development and curriculum improvement.
- St. Patrick students participate in band instruction and in all band activities.
- The additional staff and space available to St. Patrick students of grades 1-6 when the two upper grades are at the Middle School make possible reading centers and smaller math groups.

Dual Enrollment

Western Reserve Educational Services
St. Dominic School
3455 Norwood Road
Shaker Heights, Ohio 44122

Robert Kim Walton
President

RATIONALE AND/OR GOAL FOR INNOVATION

Western Reserve Educational Services Learning Center is housed at St. Dominic School in Shaker Heights and offers a program which supplements a child's normal schooling with 2-4 hours of special work each week. The goal of the Learning Center is to meet the needs of students who have special learning problems.

The Learning Center's overall objective is to provide skill instruction in reading, supplemented with content area application at all levels, as a service to the parish and its community.

HISTORY OF INNOVATION PROCESS

The Learning Center at St. Dominic School has a unique history. It was conceived and developed by Robert Kim Walton, C.S.S., M.Ed., who writes:

> "...I was doing work at the graduate level in Soviet History when I discovered that even college students often lacked adequate skill foundations. As a child at St. ...School in Cleveland I was classed as retarded. Fortunately, Bishop Floyd Begin had me retested to discover that I was a 'genetic dyslexic'. This plus my college teaching experience caused me to enter a special M. Ed. 'Instructor-Counselor' federal program. Now I am developing the program..."

The Learning Center Forum provides private tutoring and testing programs for St. Dominic School in Shaker Heights, St. Ann School in Cleveland Heights, St. Therese School in Garfield Heights, and St. Francis of Assisi in Gate Mills. The Learning Center began developing in the late 1960's.

Students come to the center either through referral or testing. The initial pre-testing at the center includes a diagnostic reading test, Wide Range Achievement Test (WRAT), a survey of study habits and attitudes, visual testing, auditory testing, color blindness study, sentence completion testing, and intelligence testing. An interview to discuss pre-test results precedes implementation of the program.

The actual program includes use of the Controlled Reader, use of Tach-X, tracking techniques, McCall-Crabbs Reading Workbooks, McCalls-Smith Reading Workbook, content study skills, and listening skills.

A post-test precedes the exit interview, at which time the program is evaluated.

The program is designed to be self-sufficient only in a geographic area with a strong suburban complement. In a primarily urban or rural community without prosperous population segments, the program will require long-term subsidy of considerable proportions. Fees initially were as low as $1.00 per hour. In the future, fees will need to be a minimum of $4.00 per hour.

Ideally, the staff at a center includes a director, instructors, a full-time secretary, and college student tutors.

The center grew from a student population of 20 during the first year of operation to 178 at the current year.

UNIQUE FEATURES OF INNOVATION

- The program was designed by one who was judged to be retarded. His experience deepened his understanding of a wide spectrum of children's educational needs.

- A consulting clinical psychologist observes the classes, and is working with students on a new reading program combining sight recognition, phonics, and techniques needed to overcome what is called "anxiety dyslexia."

- A packet of center-developed materials to aid the learning disabilities child in overcoming reading difficulties, and to improve the capacities of the average and above-average student is available. Price is under $10.00. The material was field tested in grades 4, 6, 7, and 8 in three parochial schools. These materials are inexpensive and can be reproduced on any school's facilities.

At every level of instruction, the ratio of male to female students is consistently greater than 2:1. Twenty-five percent are Black, 15% non-Catholic. Students come from four counties.

LOCAL EVALUATION

One of the greatest strengths of the Learning Center is the faculty. Basic to their instruction is the belief that one must meet the child at his level so that he may move to higher levels of education with understanding. The students appear to be functioning well in their own schools, particularly those who have done their own programs at the center.

The center does have certain difficulties:

- finding dedicated specialists;
- developing an adequate program to deal with auditory dysfunction -- at present, there is no program --;
- students facing classroom teachers' resistance to "supplementary education."

The SUN PRESS of May 10, 1973; Sec. 1 - Page A-2, stated:

> "The Learning Center...of Shaker Heights has received a papal commendation for special programs designed for bright children and those with perceptual problems.
>
> "The letter from the Sacred Congregation for Catholic Institutions in Rome said in part: 'Your program offers very valuable services to children and has available a body of competent educators with various kinds of expertise, all of which should guarantee a high degree of success to such an experimental program.'
>
> "We are duly impressed with the innovation in a Catholic parochial school and express our best wishes for the future of the project."

INTERACTING MEMBERSHIP

The interacting members present an interesting profile.

	Male	Female	TOTAL
K-6	79	26	105
7-8	25	5	30
9-12	20	6	26
College	5	2	7
Adults	8	2	10

	Staff	Students
Male	44%	77%
Female	56%	23%

Staff competency is summarized in the following data:

%	Degree	Special Competencies
89	B.A.	Theology, Math, Science, Learning Disabilities, Education
11	M. Ed.+	Counseling, Learning Disabilities, Reading, Soviet History

PROJECTIONS

Unless finances become unavailable, it is projected that the Learning Center will continue to expand. More and more, it becomes necessary to require larger fees of the students. An economic depression could kill the entire program.

INQUIRIES

Inquiries about the project are to be directed to:

Robert Kim Walton
P.O. Box 22379
Cleveland, Ohio 44122

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[1]Other variations of dual enrollment are reported by: Our Lady of Perpetual Help School, Chesaning, MI; Sacred Heart Cathedral School, Dodge City, KS; Sacred Heart School, Boulder, CO; St. Alexis School, Bensonville, IL; St. Clement School, Center Line, MI; Saint James School, Apollo, PA; St. John Vianny School, Northlake, IL; St. Joseph School, Everson, PA; St. Joseph School, Derry, PA; St. Olaf's School, Bountiful, UT.

Ecumenical School

Non-Denominational Christian School
Sacred Heart Grade School Building
Alamosa, Colorado

Elaine Couch
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

This effort was born from the combined concerns of the Catholic and Christian Reformed Church. The former was searching for an alternative to its parish oriented school, which seemed doomed in terms of finances and the latter was searching for a way to provide Christian education. The Christian Reformed Church has a small congregation and was able to support a school alone.

We hope to achieve a Christian education for students from all denominations who wish to attend.

HISTORY OF INNOVATION PROCESS

In the Spring of 1972, the concept of an Interdenominational Christian School was presented to the Ministerial Alliance in Alamosa, Colorado by a member of The Christian Reformed Church of Waverly, Colorado. The idea was brought from this meeting to the principal of Sacred Heart Catholic School. After much discussion among the staff and the administrative board of Sacred Heart Parish, it was decided to pursue the idea. At about the same time, members of the Lutheran Church expressed interest in the idea. In the Fall of 1973, talks began, involving members of these three churches. Ideas were discussed, curriculum examined, and other Christian schools studied. By the Spring of 1974, it was decided that this concept would be not only feasible, but desirable for the community. It was decided that the school year 1974-75 would be a transition year. During the end of 1974, a steering committee has been working on by-laws and constitution. On January 20, 1975, these by-laws and constitution will be presented to the association for adoption. Once adopted, these will effect a board to govern the school. A name change is also proposed. It is hoped that by the Fall of 1975, the school will be operating independently.

INTERACTING MEMBERSHIP

Staff

We have a self-contained kindergarten and first grade, each taught by a Catholic teacher. Grades 2 and 3 are team-taught by two teachers, one a Catholic and one a member of the Christian Reformed Church. Grades 4, 5, and 6 are departmentalized, with three rooms staffed by a teacher from the Christian Reformed Church and two from the Catholic Church. The first and fourth grade teachers are Sisters from the Benedictine Community in Colorado Springs, Colorado.

We also have a half-time remedial reading and math teacher (a non-Catholic) funded through Title I and a half-time Spanish teacher and aide (both Catholic) funded through Title VII.

Student Population

We have 115 students. Sixty-seven of these students are Spanish surnamed and the rest are Anglo-American. There are 17 non-Catholic and 98 Catholic students. The latter are all from the same parish; the former represent several denominations.

Enrollment in the Fall of 1973 fell sharply. Since the conception of the interdenominational school, however, the enrollment has increased by 18 students. We hope that it is on its way upward.

LOCAL EVALUATION

We feel that we are providing a sound educational program which has its basis in the teachings of Christ and His message. We are conducting a class at the beginning of each school day in each room in the instruction of "Christian Values," as well as working toward permeation of all areas of the curriculum by the attitudes and thinking of a Christian. We hope to be able to strengthen our Values program in the future.

PROJECTIONS

We hope to improve our program as best we can. We hope in five years to be able to encompass more members of the Christian Community in Alamosa and the San Luis Valley.

Ecumenical School

Cadet Schools
Box 8 - West Street
Holly Springs, Mississippi 38635

Sr. Barbara Kraemer
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The Christian-Aided Development through Extraordinary Training (CADET) Corporation aims primarily at serving the needs of the economically disadvantaged in and around Holly Springs, Mississippi. Initially, a variety of programs of Christian Social Services was formulated. A resale store has been added to the other service-oriented endeavors. It is managed by CADET Corporation in downtown Holly Springs to provide basic needs at a cost which is consistent with the financial abilities of the poor. The modest income will finance other social endeavors.

The educational philosophy of CADET is based upon respect for the individual learner and belief in the ability of student self-motivation; teachers hope to develop in each child a positive Christian attitude towards self, others, and the future.

HISTORY OF INNOVATION PROCESS

CADET Schools began in the fall of 1969, occupying the facilities of the former St. Joseph Elementary School and St. Mary's Primary and Secondary School. The structure of CADET Schools includes new models of innovative teaching more directly attuned to the needs of the economically disadvantaged. The schools are fully integrated and non-sectarian.

At present, the Schools service 500 students and are staffed by 38 faculty members.

UNIQUE FEATURES OF INNOVATION

- Students do not fail. They are taught until they master required material.
- Staff members are teamed by units. Specialists in art and music function as resource teachers.
- Modular scheduling is used at the Junior High School level. Mini-courses provide options each semester.
- Peer help is used, as well as a tutorial program during which students help younger children.
- A planned, sequential religion program is supplemented by concepts of Christian responses to life interwoven in an inter-denominational manner throughout the program.
- The learning environment includes the school facilities and resources of Holly Springs, Memphis, and surrounding areas.
- Multi-media learning centers are in operation and are used extensively.

Four and One-Half Day School Week

Diocesan School Office
1931 Brunswick Avenue
Trenton, N.J. 08638

Sister Anita Cattafesta, OSF
Assistant Superintendent

The 4 1/2 Day School Week program has been implemented in the elementary schools of the Diocese of Trenton, N.J. in the following manner.

Every Wednesday is considered professional improvement day. Students attend classes for four hours after which time they are dismissed. Fifteen minutes are added to each of the other days to satisfy state attendance requirements. Instead of spending the remainder of the day preparing lesson plans or decorating bulletin boards, the principal and teachers are involved in such programs as:

- local, sectional or diocesan in-service programs
- curriculum planning
- team teaching planning
- speakers from state or university levels and/or curriculum consultants speak to the faculty on a variety of subjects
- inter-school faculty meetings
- time spent in familiarizing themselves with state government programs such as Title I and III
- a study of the school philosophy

The purpose of the program is to provide time for teachers to be available in person to one another. Besides boosting morale, there is a strong unifying force in evidence.

Evaluation

The program is working quite satisfactorily. It is developing local leadership among the teachers themselves. When parents are made aware of the objectives of the program which is "...an improved and updated process of Catholic school education," their support is all the more evident. If this program poses a major difficulty for a particular school because of bussing or other significant problem areas, a school may receive permission to remain open on Wednesday.

Projection

This 4 1/2 Day School Week Program will continue for the next school year.

Four and One-Half Day School Week

Other variations of the Four and One-Half Day School Week are found in the following schools:

Thorp Catholic School
411 School Street
Thorp, Wisconsin 54771

Sister Mary Ann Stoltz, Principal

St. Francis Xavier School
805 Arno, SE
Albuquerque, NM 87102

Reverend Albert Schneider, Principal

San Felipe School
200 Lomas, NW
Albuquerque, NM 87104

Sister Grace Catherine, SC, Principal

Holy Name School
2601 Burchill Road
Fort Worth, Texas 76111

Sister Rita Marie Cotterly, Principal

Shared-Time

St. Andrew School
428 Irving Ave.
Elk River, Minnesota 56330

Sr. Rose Schneider, OSF
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

Shared-time between St. Andrew School and the local public school was initiated in an effort to provide a program of physical education for the former.

HISTORY OF INNOVATION PROCESS

Prior to the 1971-72 academic year, it was determined that St. Andrew School had need of a physical education teacher, but the parochial school budget was unable to provide one. Shared-time arrangements with the local public school provided not only physical education training; music education was also offered to the parochial school students.

At the beginning of the 1974-75 academic year, the shared-time program expanded to provide science to parochial school students.

UNIQUE FEATURES OF THE INNOVATION

- The cooperative efforts of both public and parochial schools to serve the total student population were enhanced and extended through the shared-time program.
- Administrators of both school systems share the responsibility of evaluating and hiring teachers for the shared-time classes.
- Parochial school students participating in the shared-time program are taught in their own classroom facilities; the public school has no available space for additional students.

INTERACTING MEMBERSHIP

Two Franciscan Sisters of Little Falls, Minnesota, and four Catholic lay teachers make up the staff at St. Andrew School. Two Lutheran women and one Catholic lay man teach the shared-time classes.

One hundred seventy-nine students are presently enrolled in St. Andrew School. This represents a decreased but stable population since the tuition was increased.

LOCAL EVALUATION

- The parochial school curriculum is enriched through the physical education and music education classes provided through the shared-time program.
- Discipline is a matter of concern to the administrator of St. Andrew School. One shared-time staff member presently participating in the program does not share the standards for discipline common to other members of the staff.

Shared-Time

St. Anne School
5920 Arden
Warren, Michigan 48092

Sr. Lois Morgan
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

"A Shared Time school is defined as a church supported school located within a school district, offering approximately 1/2 or more of a student's curriculum under its own auspices and providing the balance through a shared time agreement with the public school.

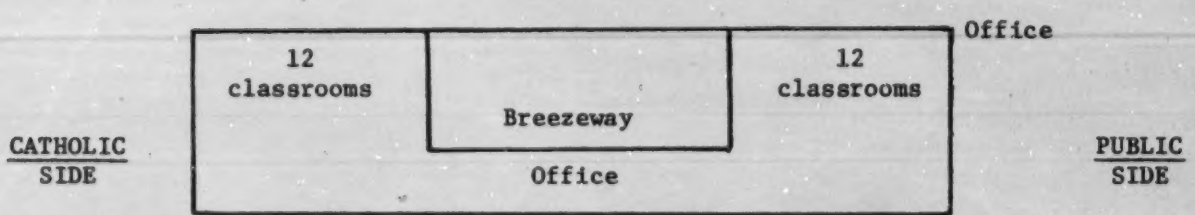
"The Shared Time Program in the Warren Consolidated School District suggests itself as a realistic community solution to the pluralistic facts of our community. This program proposes to permit parents to voluntarily choose for their child the advantages of maximum available parochial education while also taking advantage of existing public school facilities. To those who find such a program desirable, this would serve to provide as complete an education as the community and church have to offer without undue financial strain upon the community. Thus, this program will broaden the educational opportunities of the community.

"Further, this is an opportunity for all children in the community to recognize, appreciate and experience the religious and cultural pluralism of our society.

"This program is planned to avoid any detrimental commitments being imposed upon any participating party. The primary objective is to provide the best education for the benefit of the child, the community and the country."

HISTORY OF INNOVATION PROCESS

St. Anne Elementary Shared Time Structure



I. Parish financial difficulty - 1968
   A. Investigate possibilities
   B. Resolution

II. Shared Time - 1968
   A. Lease 12 classrooms, gym, and office area
   B. Pay 12 classroom teachers, principal, gym, art, music teacher, & secretary.
   C. Grades 3-8 = 580 students
   D. Schedule

E. Administration:
   1. Areas of responsibility
      a. noon hour - playground - lunchroom
      b. staff meetings and bulletins
      c. students
F. Teachers
   1. Cooperative marking
   2. Common lunchroom
G. Maintenance
H. Materials
I. Special Services
   1. Speech Therapist
   2. School Nurse
   3. Social Worker
   4. Reading Specialist
   5. Diagnostician

Early in the 1968 school year, St. Anne Board of Education and Church Committee began to discuss the necessity of lowering the parish subsidy to the school, and of the possibilities of a shared-time program in the elementary school.

In December, 1968, the St. Anne Board of Education met with the Warren Consolidated Administration. These terms were agreed upon:

- Warren Consolidated would lease 12 classrooms, gym, and office area of the St. Anne Building.
- Grades 3-8 of the St. Anne enrollment would spend 1/2 day on the St. Anne side of the building, and 1/2 on the side leased by Warren Consolidated.
- Warren Consolidated would pay the complete salaries of a principal for their side of the building, secretary, teachers for physical education, art, music, and 12 classroom teachers.

A BRIEF SUMMARIZING OUTLINE IS PRESENTED ON THE FOLLOWING PAGE.

Arden (W.C.S.)		St. Anne
	Administration	
One principal One secretary		One principal One secretary
	Teachers	
12 classroom teachers 3 part-time music teachers 1 physical education teacher 1 full-time art teacher 1 part-time art teacher		14 classroom teachers
	Students	
Original enrollment		Initially: 780 = 580 shared-time 200 not shared-time (1st & 2nd grade)
	School Day	
	AM & PM	
Schedules similar		Schedules similar
A. Grades 3 and 4 Science, Math, Health, Spelling, Phys. Ed. Art, Music		A. Grades 3 and 4 English, Reading, Religion, Reading Skills
B. Grades 5 and 6 Science, Social Studies, Math, Phys. Ed., Art, Music		B. Grades 5 and 6 Religion, Language Arts, Electives
C. Grades 7 and 8 Math, Science, Phys. Ed., Art, Music		C. Grades 7 and 8 Religion, Language Arts, Social Studies

Areas of Responsibility

- Disciplining is done by both principals at all times. If a serious incident occurs, the principal immediately involved takes care of the situation, but informs the other principal.

- The Arden school assumes complete responsibility for the playground from 11:30 a.m. to 12:25 p.m.

  The St. Anne school assumes complete responsibility for the lunch room from 11:10 a.m. to 12:25 p.m.

- Both principals contribute information to a faculty bulletin that is printed every Friday a.m.

- Both principals contribute articles to the Parents' Bulletin which is printed monthly.

Maintenance

Warren Consolidated pays a rental and maintenance fee to St. Anne. St. Anne is responsible for the maintenance and upkeep of the building.

Materials

The use of St. Anne owned textbooks worked out satisfactorily for the first year. However, changes to texts used by Warren Consolidated are being made.

Audiovisual equipment is available for all teachers in the media center.

Special Services

Speech therapist, school nurse, social worker, reading therapist, and diagnostician.

PROJECTIONS

"We are in the fifth year of the elementary program and the tenth year for the high school.

"We can only say that it is a good way to give children many opportunities. We like it very much."

Shared-Time

St. Cecilia School
106 East Wheaton Avenue
Clare, Michigan

Sr. Mary Charlene
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The seventh and eighth grade students of St. Cecilia School are able to share a wider program by participating in shared-time with Clare Public Schools.

HISTORY OF INNOVATION PROCESS

Since the mid 50's, students from St. Cecilia School have had the opportunity to participate in limited shared-time with the Clare Public Schools on an on-again/off-again basis.

During the past five years, the expanded shared-time program includes hot lunches, art, music, physical education, homemaking, and wood shop.

UNIQUE FEATURES OF INNOVATION

- Students of St. Cecilia School spend one period each day in the Clare Public School. The five classes during one week for the seventh grade are of one of the following patterns:
  - Physical Education (MWF), Home Ec (TTh)
  - Physical Education (MWF), Study Hall (TTh)
  - Physical Education (TTh), Study Hall (MWF)
  - Physical Education (TTh), Music (MWF)
  - Physical Education (MWF), Music (TTh)

The eighth grade students follow similar patterns, except that home economics and music are replaced by art and shop.

INTERACTING MEMBERSHIP

The seventh and eighth grade students of St. Cecilia School interact with some of the 2100 students of the Clare Public Schools.

All grade reports appear on the report cards of St. Cecilia School.

LOCAL EVALUATION

The shared-time program seems to be working satisfactorily. The students benefit greatly from the shared-time program, and the parents seem satisfied.

PROJECTIONS

St. Cecilia School hopes to continue the present shared-time program. The working relationship between the two school systems is excellent.

Shared-Time

St. Francis School
318 Eleventh Ave., S.E.
Rochester, Minnesota 55901

Sister Michon Welsh
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The new St. Francis Grade School, in partnership with parents who are prime educators, endeavors to assist the child in developing the whole person. Each child is viewed as a unique gift of God. Corporately, the Christian community shares in the Mystical Body through Baptism. Teachers assist parents in developing the child's potential for spiritual, moral, intellectual, emotional, and physical growth. To accomplish the task of developing the whole person, every available resource, methodology, and material is applied.

The goal is to provide a loving, Christian atmosphere where personalized and group learning experiences, daily religion classes, and liturgical celebrations provide academic excellence and sound religious values.

HISTORY OF INNOVATION PROCESS

In 1966, St. Francis parish and Resurrection parish combined to form the new St. Francis parish.

Enrollment in the parish school decreased over the years in a pattern that followed the national trends. Enrollment has leveled off in the past several years and has paralleled the decrease in the public school system. There is no evidence to indicate that this was caused by the formation of one parish from two.

UNIQUE FEATURES OF INNOVATION

- Staff development sessions at pre-school workshops and monthly faculty meetings to study concrete ways with which to implement "To Teach As Jesus Did." The staff aims to "...better proclaim Christ's message, provide and work toward a good Christian Community, and to give service."
- Sacramental programs which encourage child and parents to share God and their faith in Him.
- Over 40 parent volunteer helpers.

- Learning Center which provides interest, remedial, and enrichment experiences. Junior High students assist in Ingenuity Times, programs developed under the direction of staff members for the Learning Center.
- Variety of modes of personalized instruction: staff teamwork, continuous progress, multi-age grouping, flexible use of instructional space, class and inter-class grouping.
- Vocational subjects for seventh and eighth grade students are on shared-time basis with public junior high school students.
- Swimming program for sixth, seventh, and eighth graders at YMCA.
- Student Council primarily to encourage school-community service.
- Health services supplied through Public Health Department.
- Counseling and Guidance services through county agencies.
- Speech therapist and Learning Center aides through Title I.
- School district's A-V materials shared.
- Administration and faculty support and share in the total Christian education of the parish.

INTERACTING MEMBERSHIP

The staff includes ten Franciscan Sisters of the Congregation of Our Lady of Lourdes, Rochester; fourteen full-time lay teachers, and twenty part-time staff members; special teachers for music and physical education.

There are 467 students presently enrolled in the school.

LOCAL EVALUATION

"It is our hope that we are continuing to educate in a style that is 'boldly contemporary, educationally superlative...and distinctly Christian.'"

Recently, Minnesota received the decision of the State Supreme Court indicating that parochial schools will no longer be able to receive tax credit dollars. We will make every effort to keep a positive spirit.

Shared-Time

St. Francis Xavier School
Sartell, Minnesota 56377

Sr. Rita Schwalbe, SSND
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

Shared-time between St. Francis Xavier School and Sartell Public School was initiated in 1969 when the new local high school was built. Shared-time was seen as a way to lessen possible transfers from St. Francis Xavier School; the program also resulted in mutual benefits to both participating schools.

HISTORY OF INNOVATION PROCESS

St. Francis Xavier and Sartell Public School began a shared-time program in 1969, and continue to the present time with little change. Only class times have been changed and art and music have been added to the options for the students.

St. Francis Xavier lacked space for teaching science and physical education; Sartell High School was new, and the administrator appreciated the extra students. The parochial school students attend the public school from 8:30 a.m. to 10:20 a.m. The program includes:

	BOYS	GIRLS
Grade 8	Shop	Home Economics
	Physical Ed.	Physical Ed.
	Health	Health
Grade 7	Science	Science
	Physical Ed.	Physical Ed.
	Art*	Art*
	Music*	Music*

* One Semester Each

The parish pays the bus expenses to return students to the parochial school.

UNIQUE FEATURES OF INNOVATION

Though the administration does not consider shared-time as unique in any way, St. Francis Xavier does enjoy modification which would not be possible without the innovation:

- The staff at St. Francis Xavier is able to extend the reading program for grades one through six.
- Small group instruction is possible for grades one through six for at least part of the day.

INTERACTING MEMBERSHIP

There are nine Catholic teachers, religious and lay, at St. Francis Xavier. Eight teachers, half of them men, deal with the students at Sartell Public School during the shared-time hours. Sixty-two of the present 235 at St. Francis Xavier School participate in the shared-time program. The parochial school students include children from two parishes.

The school population at St. Francis Xavier has stabilized over the past few years.

LOCAL EVALUATION

The strength of the shared program lies in the availability of good facilities, and the improving relations with the public school.

Probably the greatest weakness in the interaction between the schools is the negative influence of the high school students on the parochial students.

PROJECTIONS

It is projected that the shared-time program between St. Francis Xavier School and Sartell Public School will continue in the future.

Shared-Time

St. Mary's School
307 S.E. 4th Street
Little Falls, Minnesota 56345

Marlowe E. Halbur
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

This innovation was conceived to provide students entering the local Community High School with equal curriculum opportunities even though some attend a Catholic school while others attend a public school. The state department had provided additional funds for this purpose. The goal to be achieved was that all students would have available to them the curriculum recommended by the state department.

HISTORY OF INNOVATION PROCESS

The program started during the last semester of the 1972-73 school year. Plans were developed by the administration and school boards of St. Mary's and District 482. Review of the program has found it to be beneficially sound, justifying its continuation without restructuring.

UNIQUE FEATURES OF INNOVATION

The beginning of joint ventures between a Catholic school board and a public school district.

INTERACTING MEMBERSHIP

The staff includes four different instructors who are considered specialists in their fields. Boys attended general industrial arts, while girls attended general home economics in self-contained rooms. During the 1975-76 school year, the students will be permitted to enroll in either one. The student population this year included grades 7-8 with 40 boys and 34 girls.

LOCAL EVALUATION

The basic knowledge acquired by the students prepared them for entrance in secondary courses on an equal basis, avoiding a select class of students. Expansion may include grades 6-8. Other areas being planned for shared-time are swimming and special services.

Shared-Time

Immaculate Heart of Mary
1953 Plymouth Avenue, S.E.
Grand Rapids, Michigan 49506

Sister Marie Emile, O.P.
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

Motivation for participating in the shared-time program by Immaculate Heart of Mary School (IHM) appears to be a sincere desire to meet the needs of each student, while faced with financial inability to provide what it takes to fill those needs.

HISTORY OF INNOVATION PROCESS

During the 1972-73 school year, IHM began participating in a shared-time program with Iroquois Middle School. Preparation for this innovation required deep involvement of school board, principal, parents, and students of IHM. Sixteen students opted to avail themselves of the opportunities of shared-time during the first semester of operation.

Each student in the shared-time program took science as a required subject the first year. Seventh graders take three electives of twelve weeks each; eighth graders take two electives of eighteen weeks each. During the same time, students who remain at IHM take science plus Humanities, which includes art, music, and music appreciation.

At the end of each academic year, parents receive forms on which they indicate the choices they make for their child:

- OPTION A — All Classes at IHM School.
- OPTION B — Morning Classes at Iroquois Middle School
  12:40 a.m. - 2:35 p.m.

  Grade 7 - Science and three 12-week electives

  Grade 8 - Math (Algebra or General Math) and two 18-week electives

  Clear descriptions of required courses and electives for OPTION B are made available to parents.

OPTION B - Electives 1974-75

Grade 7

- Physical Education
- Drama
- General Shop
- Exploring Foreign Language
- Career Orientation
- Art
- Home Living

Grade 8

- Physical Education
- Art
- Speech
- Drama
- Introduction to French
- Introduction to Spanish
- Introduction to German
- Metals
- Wood
- Mechanical Drawing
- Foods
- Clothing
- Typing
- Journalism

Parents add signatures to completed forms on which options are indicated.

LOCAL EVALUATION

With few exceptions, the shared time program has been received with enthusiasm. We realize, of course, that those who choose a particular course of action are more likely to be affirmative in its final evaluation. Advantages cited by students, parents, and IHM faculty include:

- Availability of courses not offered at IHM and the opportunity of making a choice.
- The experience of being in a larger school at least on a limited basis.
- Exposure to a significantly different social and cultural atmosphere.
- The morale boosting opportunity of "average" students to become high achievers in a somewhat less competitive academic setting.
- Availability and regular use of science labs.
- Potential for future cost savings at IHM

There are some negative feelings as well:

- A few students found some class material in science repetitious of that at IHM in the previous year.
- Some felt cut off from their friends who had stayed behind at IHM.
- Some noted that Iroquois teachers had to interrupt class for matters of discipline more often than at IHM.

Ten of the seventh graders expressed a desire to return to shared-time next year.

At the outset of this trial program, there were a number of other concerns voiced. Would the travel time prove too great to make the program efficient? Would the students be subject to physical or moral harm? Would there be a lessening of loyalty to IHM School? The School Board is aware of no instance in which these concerns materialized.

PROJECTIONS

The School Board, with the full agreement of our principal, has concluded that "shared-time" is a valuable program for our seventh and eighth grade students. It appears to be the only currently practical way for us to offer a curriculum that is up-to-date, innovative, and able to fully meet the needs of all our students. We request...support of this program in the coming school year.

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[2]Other similar models of shared-time were reported by: Cathedral Middle School, Crookston, MN; Cathedral School, Greensburg, PA; Ludington Area Catholic School, Ludington, MI; Pope John XXIII School, Portland, OR; Sacred Heart School, Lawrence, NE; St. Alexander School, Milwaukee, WI; St. Bernadette School, Drexel Hill, PA; St. James School, McMinnville, OR

OTHER PROGRAMS

A Christian School

St. Angela Hall Academy
292 Washington Avenue
Brooklyn, New York 11205

Sr. Marie de Montfort, CSJ
Principal

THE INNOVATION

The description of the innovation is unique. Lest there be any loss of effectiveness through editing, the data is reproduced in its entirety from the account submitted.

St. Angela Hall Elementary is a Christian School of limited enrollment. The word "Christian"is used in the broad sense of the word which indicates the values and standards of behavior expected from all members of our school community. The administration and faculty are convinced that not every family who embraces Catholicism lives in the manner of a true Christian; nor is every true Christian a member of the Catholic Church. Furthermore, having a significant number of students who are non-Catholic, we find it necessary to stress values which are meaningful to all Christian people. It is our aim to concentrate on the full development of each child, concerned with spiritual, intellectual, social, cultural, and physical growth.

The philosophy is mirrored in our goals and objectives. It is our aim to educate Christian leaders who are committed to faith in Christ and in others. We strive to educate so that our students will know how to accept responsibility, to make choices, to manifest initiative and in all ways grow to the mature person well prepared for the future.

In order to educate Christian leaders,the school goal for this year is The Development of a Positive Self-Image, and an Appreciation for the Personal Growth of Others. This goal will be the subject of discussion of class discussions, assembly programs, and parent meetings. It will be implemented through periodic liturgical celebrations, the religion program and the monthly awards for the Commended Students.

The acceptance of responsibility will be learned and experienced through the use of Learning Units and contracts in most subjects from grades one through eight. The amount of individualized activity will be determined in accordance with the child's ability and needs. Students are responsible for the use of their time as well as the quality and quantity of the work achieved within a given time.

Our Learning Center, equipped with materials in all subjects, was established as another means for our students to learn the responsibility they must assume for their own education. While the children are assigned there at certain times, they are free to choose the subject and the means to learn that material in a manner best suited to individual differences. Books, games, tapes, records, filmstrips, and all the necessary equipment are provided for the students in the Learning Center.

Each day, a portion of time is given to courses which are intended to enrich the child culturally, open his mind to new ideas, and provide some measure of relaxation or talent to be developed. Such areas as drama, modern languages, folk music, craft work, bowling, choral groups, basketball and a variety of art courses are offered to students on a trimester basis. Some volunteers from among parent and teacher groups teach these courses and high school students from our own academy assist with small groups.

In an effort to encourage initiative, we accepted the suggestions made by the students regarding the topics to be covered in the courses as well as the courses to be given each trimester. Some who have talent or considerable knowledge in a certain field are involved with the program through their willingness to share their ability with others. The friendly exchange and assistance that children offer each other is an excellent way for them to grow in self-esteem, self-reliance and responsibility.

Evaluation takes place through a variety of methods. Periodic teacher-student conferences help to highlight the needs that are obvious. Parents are informed of problems through a check-list which they receive as often as a teacher deems necessary. Every trimester a Progress Report, along with a personal interview are given to each parent. At these times, they receive information regarding positive skills and techniques acquired, areas of need of further growth and the attitudes and ability that each child brings to each subject. When needed, parent-student-teacher conferences are held in an effort to search out the means necessary to assist an individual child. A Guidance Counselor is also available to the student body. Finally, monthly faculty meetings are held during which the progress, program and methods used are evaluated and plans made for the coming month.

After three years of trial and error, we see indications of success in our program. The students returned to school in September with greater enthusiasm and application to learning which to date has not diminished. The faculty members also began this year with a renewed spirit of dedication and enthusiasm. Their openness, sharing, concern and sincere interest in each child is an important factor in helping to make this a happy and growth-filled educational experience.

With the ideal of a follower of Christ, we strive to form a Christian Community of love, peace, brotherhood, mutual respect and concern.

All-Lay Catholic School

Saint Peter School
659 Beechwood Avenue
Bridgeport, Connecticut 06605

Mrs. Schwartz
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

St. Peter's all-lay Catholic school is the response to the sincere desire of the entire parish to sustain a productive St. Peter School.

HISTORY OF INNOVATION PROCESS

At the close of the 1973-74 academic year, the four religious teachers at St. Peter School were withdrawn from the school, due to the shortage of Sisters. The pastor informed the parish immediately, and a mass meeting was held to plan for the future. Two alternatives seemed available. The doors of the school could be closed permanently, or an all-lay school could be established. An all-lay school would necessitate higher tuition; the members of the parish readily agreed to the inevitable. "With the help of God and the guidance of The Holy Spirit, the decision was made by the Parish Council, Parents, and Pastor...".

The four vacancies in Primary One, Grades 5, 6 and 8, were filled with dedicated lay teachers.

UNIQUE FEATURES OF INNOVATION

The management structure is varied:

- Departmental instruction characterizes grades 6, 7, 8.
- Grades 5, 6 and Primary 1, 2, 3 are in self-contained classrooms.
- Primary 1, 2, 3 are non-graded, striving more and more to conform to the guidelines of the Hartford Archdiocese.
- Coordination function in the primary and the Junior High departments.

The staff share most of the varied responsibilities in the school:

- The teacher of English and reading in grades 6, 7, 8 is the coordinator of that level.
- The teacher of Primary 3 is the coordinator of the non-graded primary; she is the music director, teaches physical education once a week, and teaches creative dance for the primary department.
- The principal shares the teaching responsibilities of Primary 2 with another teacher.
- The assistant pastor is the Director of Religious Education.
- Sr. Rita, social worker for Catholic Charities, spends an hour each month in giving in-service to the staff at St. Peter's in Special Education.

The staff members strive to translate To Teach As Jesus Did into their classroom techniques.

Each class has its own liturgy Mass once a week.

INTERACTING MEMBERSHIP

Seven women and two male teachers, together with the assistant pastor, are directly involved in the instructional programs of the children.

The pastor, Rt. Rev. Monsignor David F. Bannon, supports the school through whole-hearted cooperation and intense interest.

A well-organized Home School Association provides the necessary parental cooperation.

Mr. Bernard D. Helfrich, Superintendent of Schools, supports the school with his encouragement.

LOCAL EVALUATION

"...with God's help, the untiring efforts of my faculty, the backing of Monsignor Bannon and Father Hyle, the well-organized Home School Association who provided the necessary parental cooperation...the sincere desire of the entire parish to sustain a productive St. Peter School, and the well wishes for continued success from our superintendent of Schools, Mr. Bernard D. Helfrich...HOW COULD WE NOT FLOURISH!"

PROJECTIONS

The pastor is leaving no stone unturned in his efforts to keep the school financially sound. He hopes to add a kindergarten in September, 1975.

Cluster Middle School

Madonna Middle School
2620 Wilkins Avenue
Baltimore, Md. 21223

Miss Doris Musil
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

"The Madonna Middle School philosophy is to provide an environment where a child will know happiness and success. Here he will develop, as a Christian, in accord with the teachings of the Catholic Church -- witnessing love, concern, and cooperation and relating this to himself, his family, and the community at large. We seek Christian values and a Christlike life style."

THE INNOVATION

"Madonna Middle School is a cluster school supported by five parishes: St. Benedict, St. Joseph Monastery, St. Jerome, St. Martin, and St. Peter. This is an urban school located in the Southwest section of the city. The middle school is fed by Madonna Elementary School housing grades 1 through 5.

"A continuous progress program is being implemented in reading, mathematics, and English. Every teacher is engaged in teaching some aspect of a tri-phased Religion Program which includes content, self-awareness, and development of liturgical celebrations. Science concepts are developed through hands-on activities and use of a Science Laboratory. The focus in social studies is on building concepts and values rather than on factual information. Students are given an opportunity to select from twenty areas, programs which are designed to encourage educational interests or provide leisure time activities."

INTERACTING MEMBERSHIP

"Fourteen full-time faculty members, nine of whom are Religious, and a lay principal are responsible for the education of students in Grades 6, 7 and 8. Additional personnel include teachers of art, physical education, music (vocal and instrumental) and library science. Three priests, a brother, and seminarians are actively engaged on a regular basis in some phase of the teaching program. Parents aid teachers with in-class activities."

Consolidation

Consolidated Parochial Elementary School (CPES)
Main Office:
Box 176
Mt. Calvary, Wisconsin 53057

Sr. Joan Fisher, C.S.A.
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

"The primary purpose of the Consolidated Parochial Elementary School (CPES) is to give all children in our communities a thoroughly Catholic education. In addition to excelling in secular studies, the school endeavors to create a religious atmosphere and instill into the minds of the children that man is composed of body and soul, and destined ultimately to return to his Creator. ...

"In order to have each child equipped with an education that will be of service to him in his future life, the school has set down these objectives:

1. Develop a strong religion program and instill into children true moral values so that they may attain their eternal goal.

2. Offer a program of instruction from grades one through eight.

3. Offer students a comprehensive and rich program of experience, curricular and co-curricular.

4. Provide classrooms, materials, equipment and supplies which are adequate for the highest quality of instruction.

5. Recognize individual differences among pupils, and provide for needs through grouping and individual instruction.

6. Develop an understanding of democracy and train the individual to be an intelligent citizen.

7. Secure the public support of education through an effective public relations program, basic to which should be an effective and friendly relationship with the pupils in our schools, their parents, and other citizens in our communities."

"We as a staff would hope that anyone visiting one of our buildings would sense that there is a FAITH COMMUNITY:

- Joyful interaction and respect.

- Prayerful atmosphere.

- Real learning.

HISTORY OF INNOVATION PROCESS

In the late 1960's, the five remaining rural parochial schools within the Marytown-St. Cloud area were facing a crisis common to many schools in the country. St. Joe School in St. Joe, Wisconsin, had already closed its doors. Decreasing enrollments, fewer Sister staff members, lack of funds, combined perhaps with some community apathy pointed to a seemingly inevitable death of Catholic education in that part of rural Wisconsin. The situation caused great concern to the Milwaukee Archdiocesan Office of Education as well as to teachers and parents of the school children.

The long history of deep parish loyalty and strong parish support produced a people who found it hard to conceive of a school which would not provide an education for each child in ones family. The alternatives which appeared to be available generated fears which compounded the already existing difficulties.

At a meeting on March 11, 1969, concerned administrators reported on the status quo of the schools.

- Johnsburg had grades three through eight. In order to achieve quality education, three additional teachers were needed immediately. However, there were few funds available to keep the school at its current status, and no funds at all to pay salaries for additional staff. Classrooms with 40 children in double grades limited what could be done with and for the classes.

- Mt. Calvary had grades 1, 2, 3, and 6.

- St. Cloud had grades one through six.

- Marytown had grades one through eight.

- Parishoners in each of the parishes questioned the stability of the schools. Each parish wanted assurance that the three religious communities currently serving the parishes would continue to serve in the schools. Since future circumstances can never be predicted with absolute certainty, no such assurance could be guaranteed. Cooperation by each community was pledged to the extent that circumstances would warrant.

- Fears developed among parishoners that if schools were consolidated, parishes might be dissolved next.

- Parents were reluctant to see their children bussed away from "home" for an education. The concept that Catholic education might not necessarily be synonymous with parochial education was not clearly understood.

- The Archdiocesan Office of Education, under the direction of Father Ide, then Superintendent of Schools, recommended non-graded schools with not more than 25 or 30 pupils per room in grades one through six, and departmental approach for upper elementary grades. Each school building would house a segment of the primary, intermediate, or upper grades.

- It was evident that NONE of the existing schools could survive on its own power. A slogan borrowed from earlier pioneers began to be identified with the consolidation efforts: "United we stand; divided we fall." The slogan stuck.

Almost poignant, the pleas in the late 1960's prompted thought-provoking questions:

> "A hundred years ago or more, poor struggling immigrant Catholics in this area were evidently willing to make supreme sacrifices in order to build churches and schools. Here in the wilderness of Wisconsin, the first Sisters of St. Agnes lived, worked and prayed, and taught the first formal Catechism classes. One is tempted to to ask: WHAT IF THEY HAD THOUGHT THAT THE PROBLEMS WERE TOO BIG FOR THEM? ... perhaps we need the spirit of the pioneers ... we need Catholics who feel the problems we face are NOT too big, but only too vague.
>
> "Every Catholic school must do <u>two</u> things in order to deserve its existence. ... it must furnish as good an education as a public school does or better! ...It must be unique as a center of Christian life."

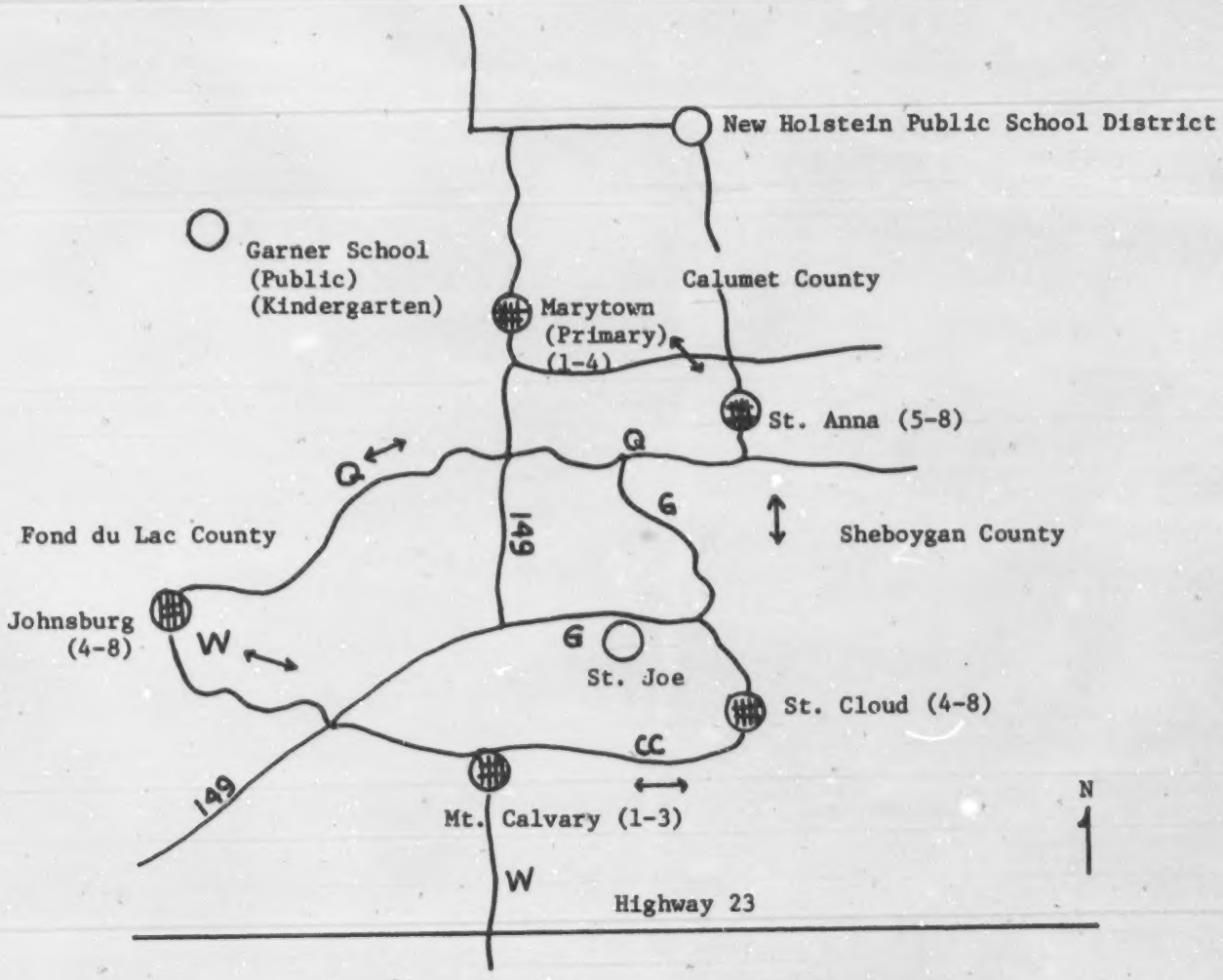
The threat of closing all Catholic schools in an area known as "Holy Land" because of the large German Catholic population, would have been a disaster.

A working plan began to take shape which in the fall of 1969 became the Consolidated Parochial Elementary School of Johnsburg, St. Cloud, Mt. Calvary, and Marytown. One year later, St. Anna of the Green Bay Diocese joined the new school.

In the school year 1974-75, this unique consolidation is enjoying its sixth year of operation. The present structural organization is shown on the following chart.

UNIQUE FEATURES OF INNOVATION

. The geography of CPES: (map not drawn to scale)



. The approximate distances between:

- . Marytown and Mt. Calvary - 8 miles
- . Johnsburg and Mr. Calvary - 5 miles
- . Marytown and New Holstein - 10 miles
- . Mt. Calvary and Fond du Lac - 12-15 miles
- . Mt. Calvary to Milwaukee - 65-70 miles

. The school, CPES, covers 150 square miles.

- There are NO public schools within the "circle" bounded by W, CC, G, Q and including the premises of the five schools.
- The total population of CPES is drawn from six school districts, although more than 500 children come from the New Holstein District. The six districts are New Holstein, Kiel, Elkhart Lake, Campbellsport, Plymouth, and Fond du Lac.
- CPES extends within the three counties of Fond du Lac, Calumet, and Sheboygan.
- CPES crosses diocesan lines. Four buildings are within the Milwaukee Archdiocesan area; one building is within the Green Bay Diocese.
- CPES operates under the Archdiocese of Milwaukee; the parishes belong to their respective diocese.
- Three religious orders serve CPES: Sisters of St. Agnes, School Sisters of Notre Dame, and School Sisters of St. Francis.
- Most of the cost of bussing is absorbed by state aid, as permitted by Wisconsin law.
- One school board serves the total school program.
- Finances for instruction come from assessment of parishes according to the number of children involved.
- Maintenance cost for each building is handled directly by the individual parishes.
- A unified Home-School Organization is very active. Combined monthly activities are sponsored. Informative meetings, parties, school concerts, an annual dance, and money raising activities have brought the communities together in a working and social relationship. Money raised is budgeted equally to the five buildings.

LOCAL EVALUATION

Newspaper reports indicate wide interests among students and/or staff of CPES:

- Concerts are given during the Christmas season and/or spring.
- Students have earned prizes in a handwriting and essay contest sponsored by Educational ABC's of Industry.
- A special study of newspapers was made by the eighth grade.
- Students observed Vocation Week by participating in liturgy, hearing speakers on a wide spectrum of interests, visiting a nursing home, making posters, drawing pictures, etc.

- Professional services for handicapped and speech difficulties were provided.

- The eighth graders in each of the three buildings rotate responsibility to publish CONSOL-EDITION, the school newspaper.

- CPES was among the fourteen Catholic elementary schools presented with full-size American flags by the Fourth Degree Knights of Columbus.

- Because of leadership which clearly identified needs, CPES has been awarded $2,500 special project grant during each of two years. Learning Centers were equipped with these grants and matching funds.

"When the CPES was organized, one of the chief goals was upgrading the quality of education within the Catholic Parochial Schools of our parishes. Since the beginning of our consolidation, we have compiled testing scores as evidence that students in our system, especially in the lower grades, score noticeably higher in reading achievement than in our schools in previous years... We have a well-developed religion program...Our students attend Mass on a regular basis during the week and gradually learn many forms of active participation in the Mass."

"It is the feeling of the Board that there has developed greater cooperation and understanding among the people of the five parishes. This, too, is felt to be an advance in Christian living for all concerned."

Because of the unique situation of having no public school buildings within the immediate geographic area covered by CPES, it is estimated that the parochial school system saves the public sector at least $666,713,00 per year.

PROJECTIONS

"Efforts are made to continue striving for excellence. If enrollment holds... and if the economic picture does not get too bad, the consolidation will remain in operation."

Consolidation

Greenwich Catholic Elementary School System
257 Stanwich Road
Greenwich, Conn. 06830

Mr. Peter M. Borchetta
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

> "Today, the Greenwich (CT) Catholic Elementary School System, Inc. stands as testimony to our profound conviction that Catholic education does have a 'right to live.' As a corollary to that tenet, those of us who share this belief have been willing to commit ourselves and our resources to its furtherance."

The innovation grew out of the financial crisis and dwindling enrollment which faced the individual parochial schools in 1969-1970.

HISTORY OF INNOVATION PROCESS

By January, 1970, Greenwich had seven parishes and four parish schools; another school had closed its doors in June, 1969 due to lack of religious to staff the school. Each school in operation faced a future of fewer religious on the staff, larger lay staff, spiraling costs of operation, and dwindling enrollment.

The Greenwich Catholic Education Council, composed of representatives from each parish involved, searched for an explanation of the evident phenomenon of a building momentum toward the phasing-out of Catholic schools in Greenwich. The closing of St. Roch's School in June, 1969 accounted for about one-fourth of the 30% decline in composite enrollment figures of the Greenwich Catholic schools over the past five years. The major factor was identified as uncertainty about the future of the schools. Catholic parents who were convinced that the schools would inevitably close "jumped the gun" by enrolling their children in public schools or in other private schools.

In October, 1969 the real planning began. A sense of total community commitment prompted all to pool common efforts, educational and financial resources, and teaching talents to form a unified school system. The major superiors of the religious orders staffing Sacred Heart, St. Catherine's, St. Mary's, and St. Paul's -- the Sisters of Charity, Sisters of the Presentation, Sisters of Mercy, and Sisters of the Resurrection -- agreed to commit for 1970-71 the same number of Sisters as they had for the previous year.

The financial support of the projected educational consolidation was to be based on each separate school's expenses of the previous year. A $100 tuition increase per student supplied the remainder of the budget.

After weighing alternate options of structural modes, it was determined that a single middle school consisting of grades 5-8 in a relatively new and recently vacated diocesan high school would offer the greatest advantage. Bishop Walter Curtis offered the building to the new Greenwich Catholic School System. The four lower schools made use of the additional space at their disposal to begin a varied learning and media centered program. All four schools coordinated their programs, materials, and methods. All four maintain a kindergarten. St. Mary's Lower School maintains a pre-kindergarten also.

As of the 1974-75 fall term, the Catholic school is serving 17% of the eligible Catholic population as compared with the 11% of the eligible Catholic population it served five years ago.

UNIQUE FEATURES OF THE INNOVATION

- Five distinct religious communities now join lay teachers to serve the Catholic population. The Sisters of Charity of the Incarnate Word, of Houston, Texas, and the Daughters of Charity of St. Vincent de Paul have joined the four communities in the original consolidation.

- The board of education has representation from all eight parishes in the city.

- The program offers a great deal of flexibility and individualization. Accelerated courses in math and English are offered. A totally self-paced discovery program in science, Intermediate Science Curriculum Study (ISCS), is used.

- Full-time instruction in art, music, and physical education is now possible in the consolidation.

- A center for slow learners and for children with learning disabilities is fully operable.

- Purchase of all materials is centrally controlled, and resources are pooled. There is no duplication of purchasing effort. Everything is purchased on a bid basis.

- Stability, together with opportunity to be creative to change when change is indicated, characterize the consolidation.

INTERACTING MEMBERSHIP

Twenty-six Sisters from five separate religious communities, and twenty-one lay teachers serve 17% of the eligible Catholic population in Greenwich.

A board of education with representation from all eight parishes governs the Greenwich system.

Parents in the participating parishes pay $100 for kindergarten, $160 for the primary school, and $210 for the middle school. Out-of-towners and non-Catholic students are accepted on a space-available basis, but must pay $525 per student. There is a waiting list of applications for the seventh and eighth grades at the middle school.

Participating parishes subsidize their students according to a formula worked out by the board.

The catalyst of the Greenwich Middle School was Mr. Peter Borchetta, the present principal. He had indicated to the newly-formed Greenwich Catholic Education Council that a middle school would reduce the size of class sections from 24 to 18, which could readily be translated to substantial financial savings. Don Foskett of The Catholic Transcript (Oct. 18, 1974) wrote:

> "Mr. Borchetta, a key man in a successful experiment which has drawn inquiries from as far away as Gary, Indiana, is an educator who once played professional baseball in the Milwaukee...Braves farm system...
>
> "Mr. Borchetta, a graduate of Fairfield University with a Master's Degree in Business from New York University and a Master's in Education Administration from Fairfield, smiled and reminisced, 'A lot of people gave us up for lost five years ago...'"

A former professional baseball player with a deep conviction of the validity of the Catholic schools, and a commitment to them has brought into being what some term a minor educational miracle.

LOCAL EVALUATION

Financially, the new system began operations by keeping under the budget the first year.

Educationally, progress has been notable.

> "Mr. Borchetta is optimistic about the future, despite the economic uncertainties of the times." - The Catholic Transcript
>
> "The toughest part is behind us," Mr. Borchetta said, "and that was taking the first step, making the decision to go ahead. We're glad we did." (from the article quoted in the Transcript)

Consolidation, according to Borchetta, saved Catholic education in the town from threatened extinction. In fact, "...in Greenwich, the future of Catholic education looks bright." The educational system has been made more effective.

Significantly, Mr. Borchetta points out that "...the educational advances we have achieved in Greenwich was surely NOT UNIQUE. ...Basically, the SAME RESOURCES EXIST..."

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[3]Another variation of a Consolidated Program was reported by St. John-St. Andrew School, Melrose, MN

Continuous Progress

St. Elizabeth School
4019 South Hampton
Dallas, Texas 75224

RATIONALE AND/OR GOAL FOR INNOVATION

Each child is an individual with his own talents and interests, each with different levels of capabilities. In order to better meet the unique needs of each student, the primary program at St. Elizabeth School is in the process of changing. The program was initiated in the primary grades so that the child's education will not be interrupted or repeated from year to year, and also that he will be allowed to progress at his own rate. Five major goals were established by the teachers:

- To work with each child individually.
- To try to help develop each individual's potential.
- To help each child learn to work independently.
- To challenge the individual to work at his own rate.
- To help each child to learn to respect others' right to learn.

HISTORY OF INNOVATION PROCESS

The innovation is currently in process. Classes are divided into smaller units according to the needs of the students.

UNIQUE FEATURES OF THE INNOVATION

- Each teacher has more than one instructional group in her classroom, each at different skill levels.
- Three basal reading series and an assortment of supplementary readers are used, so that children may be moved to appropriate instructional groups.
- The language arts block, scheduled in the morning, allows the child to work in groups, independently, and with one or two peers.
- In "workshop," the children are allowed a choice of activities.
- Listening stations are in each room for groups and individuals, with both instructional and pleasurable listening.
- A conference with parents is held at the first and third evaluation periods.
- On the second and fourth periods, written reports are sent to parents. Skill sheets are kept on each child, and sent with the child when he transfers to another school.

Elementary School Electives at High School

School of the Madeleine
1930 Illion Street
San Diego, California 92110

Sr. M. Bernadetta
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The program of providing electives to the students of the elementary school at the local high school was developed by Dennis C. Hart, principal of Uni High, and Sr. Bernadetta, principal of School of the Madeleine. The program expands the elementary school curriculum and prepares students for high school. The courses introduce the students to high school curriculum and offer a chance to explore their special interests and talents, according to Hart.

HISTORY OF INNOVATION

The electives program was initiated at the beginning of the 1972-73 academic year. Forty-one eighth graders participated in this program, while twenty-one members of the Madeleine class stayed at their own school for special classes offered by their parents in journalism, stitchery, and advanced math.

During the 1973-74 year, the elective program began on October 4. Fifty eighth grade students are being transported to Uni High School by volunteer mothers for the following electives: Introduction to Biology and Chemistry, Spanish, and Arts and Crafts.

Every Friday afternoon, members of the Madeleine Junior High faculty and volunteer parents give generously of their time and talents to expand the elective program for the remaining eighth graders and the seventy-five seventh graders. They offer: biology, creative writing, pencil and charcoal drawing, journalism, sewing, macrame, cooking, camera and photography, ballroom and modern dance, drama, tutoring, and boys' sports.

LOCAL EVALUATION

"The students are exceptionally happy with the introduction of this program, and we find it a very motivating factor for greater concentration on academics Monday through Friday noon."

45-15 Day Elementary School Schedule

Independent School District #332
Mora Public Schools
Mora, Minnesota

RATIONALE AND/OR GOAL FOR INNOVATION

The 45-15 program was implemented as the best alternative to providing additional classroom space for increasing student enrollment in Mora without constructing new buildings.

The Project Administration set forth the following performance objectives prior to the implementation of the project:

- To gain 25% in school student capacity on a 45-15 year-round schedule.
- To gain 25% school student capacity at a cost which is less than would be required to implement:
  - Split-Shift (morning-afternoon)
  - Build more buildings (temporary)
  - Rental of auxiliary space
- To maintain the performance of students on standardized achievement tests comparable to past results for students of all achievement levels.
- To demonstrate that 50% of the students prefer school operating within the 45-15 plan.
- 75% of the parents surveyed do not find the 45-15 school plan detrimental to such traditional programs as midget and pee-wee baseball, swimming, church Bible schools, summer camps, summer enrichment and remedial courses, etc.
- 60% of the parents find that the 45-15 schedule does not hinder the planning of family vacations.
- 60% of the community businesses and area farmers and tradesmen do not show a decrease in business vitality.
- 60% of the teachers prefer the flexibility of the 45-15 plan in that they may teach as many as four different groups of students during the school year rather than one under the traditional program.
- To demonstrate that teachers do not find the intermittent 15-day detrimental to the student's progress.
- 50% of the public surveyed feel that present teacher salaries are justified under the 45-15 system.

HISTORY OF INNOVATION PROCESS

The 45-15 program started in July, 1971. Financial assistance from the Federal Government Office of Education, funded through a three-year continuation grant by Title III E.S.E.A., was obtained to assist the local school district in implementation, evaluation, and dissemination of the project.

Data to assess accomplishment of the objectives set down prior to implementation of the 45-15 schedule was collected at the end of the first year of the project's implementation by the project staff.

During the second year, the evaluation was designed to determine the nature and scope of community reaction, if any; and to establish the implications of such feelings for the future of the project.

In the third year of the project, the Mora School District contracted with Guardian Resources Development, Inc. of Burnsville, Minnesota, to perform follow-up research on the project objectives. Assuming the need for an external replication of that evaluation, it was essential that the tasks Guardian performed offer adequate and creative approaches to the verification of those evaluation results.

During the 1973-74 academic year, the Project Director and Guardian developed Student, Teacher, Parents, and Community Questionnaires. These were sent to the respective groups.

UNIQUE FEATURES OF INNOVATION

- Students are divided into four attendance groups.
- Attendance groups are staggered so that at any one given time, only three of the four groups are in school, while the fourth group is on vacation break.
- Each student attends 180 days, which is the same number of school days in the traditional nine-month school year.
- All elementary students from a family are in the same attendance group.
- In each attendance group there is at least one section of each grade level.
- Attendance groups are structured according to geographic areas, for economy of transportation.
- All first grade teachers are tracked with their students. First grade students have the same teacher throughout the entire first grade.
- In grades two-six, some classes may experience a different teacher on a succeeding 45-day session.
- There is no common vacation time in the Mora 45-15 calendar except when school is dismissed for holiday vacations as Christmas, Easter, Thanksgiving, July 4th, etc.

- All important educational services are continued throughout the year. This is made possible by extended contracts and redistributing the work of specialist teachers.

- The summer school program can be structured to the 15-day intersession or vacation break. Students can be given extra help at the end of each nine-week period, rather than waiting for the end of the school year.

- The Fairview Elementary School building was completely air-conditioned as a prelude to year-round operation of the building.

INTERACTING MEMBERSHIP

Because of the drastic change which the 45-15 innovation represented, more than usual parental and community involvement was developed. The evaluation data shows the following population segments involved: 557 students, 37 teachers, 318 parents, and 285 members of the community at large.

LOCAL EVALUATION

- Facility usage has increased from 180-day classroom usage to 243 classroom usage on an annual basis.

- Student capacity for the Fairview facility has increased from 690 students to 915 students.

- The cost of operation of the 45-15 is approximately the same as the cost of operating a traditional school. Compared to the cost of a building program or a rental program, the 45-15 plan is less costly. There are no long-range debts with mounting interest to add to operating costs.

- Students in the Mora 45-15 program are increasing their achievement at a rate greater than the national norms.

- There was an increase in student achievement resulting in a positive cost-effectiveness gain; increased achievement at no increased cost is translated as cost-effectiveness.

- Parents of elementary students, general community, teachers, and elementary students indicated favorable acceptance of the 45-15 program in Mora.

- The project met or exceeded all of the major objectives set forth before implementation, except:

    - The 45-15 plan does not appear to have affected the business vitality of the community.

    - The data indicates that the community does not have any strong feelings about the salaries of teachers under the 45-15 plan or the traditional 9-month school year.

Implementation of a Pilot Reading Program

Saint Peter School
208 E. Washington St.
Slinger, Wisconsin 53086

Sr. Joyce Wagner, OSF
Principal

The Milwaukee Archdiocesan Office of Education identified St. Peter School in Slinger as having a noteworthy innovation.

HISTORY OF THE INNOVATION

- In 1972, tests were given to determine the reading ability, reading comprehension, and level of phonetic skills of each child in the school.
- Children in the primary grades were grouped by ability.
- Reading time blocks were assigned in the morning and in the afternoon; Economy Company's Keys to Reading Program was implemented.
- In 1973, the fourth grade moved into the program.
- In 1974-75, the fifth and sixth grade moved into the program.

UNIQUE FEATURES OF THE INNOVATION

- During the first year of implementing the program, each teacher in the primary grades was assigned three groups: a first grade group, a second grade group, and a third grade group.
- In the two following years, restructuring was necessary, and each teacher's groups usually included two sections on grade level, and one section below grade level. The very slow and the very good readers moved to another classroom.

LOCAL EVALUATION

"We are very pleased with the Keys to Reading Program and feel our children have gained much in terms of their reading ability, development of reading skills, but most importantly, their interest in and for reading."

Individual Education

Our Lady of Sorrows School
1403 California Avenue
Wahiawa, Oahu, Hawaii 96786

Sr. Joan Madden
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

The source of motivation for the innovation was the Our Lady of Sorrows student attitudes, characterized as apathetic and rebellious by a principal-teachers-school board-parents consensus. After several solutions were considered by various leaders, collaborated efforts led to the formulation of a school system based on Adlerian psychology. Initially named "Rational Education," the system was renamed "Individual Education" after the first year.

Rational, or "Individual Education", would be accepted by a relatively conservative school board and by teachers and parents. It would be scientifically correct and, most importantly, would be likely to motivate the children.

> "Our school is established to help children become more competent and to be successful and happy in the world of jobs, society, and the family. ...We see our functions...to advise and guide children and to instruct and train them.
>
> "We will treat children with respect and we will demand respect from them...We see education as the child's business and we strongly believe that we are not the parents' tool to be used to dominate children...
>
> "We believe all education is based on motivation...Ours is to teach, to counsel, to test, to inform, and to motivate."

HISTORY OF INNOVATION PROCESS

To plan the school required almost two years, with an additional year to "sell" the new system to the pastor, the superintendent of the Catholic Diocese of Hawaii, the school board, and the parents.

By the fall of 1973, the system was implemented; a very detailed set of "...principles and practice of Rational Education" were to be observed:

- A parents' manual was developed and distributed to all parents.
- A teachers' manual was developed.
- An introductory half-hour cassette tape was produced for all parents and teachers.

- Two-hour seminar sessions on each of ten days were conducted for the teachers.
- A progress chart was developed, and procedures for its use were formalized.
- Sample units to be taught during a week and tested on Fridays were developed.
- Meetings of the parent-teacher organization were held to answer questions.
- Children ages five to nine were enrolled in a "primary grade" -- a sort of one-room schoolhouse -- which operated as a self-contained unit.
- Children beyond the primary grade level were divided into various homerooms with their assigned counselors.

UNIQUE FEATURES OF INNOVATION

- Every child is tested on a standardized scholastic achievement test at the beginning and at the end of the school year in reading, language arts, arithmetic, science, and social s[illegible]e.
- Based on test information which is [illegible] with him, the child is advised of his schedule. Each class assigned [illegible] student is based on his test results.
- Each child is assigned a progress chart.
- Every child may be tested every Friday on "test day" in each of the five levels.
- The school day starts with a 45-minute homeroom period which is run democratically for information-giving, games, discussions, and all non-academic purposes.
- At the second period, a child may go to classroom, library, or the study hall.
- Teachers are in charge of their classrooms, and they can keep anyone out.
- No report cards or other information about the child is given to the parents by teachers or counselors.
- There is no assigned homework. Home and school are considered two separate universes that touch but do not control each other.

- The library is only for reading and writing; no talking is permitted.

- The study hall is for studying.

- "For any misbehavior, the teacher will react in a stereotyped manner. She will point to the child...and then will point to the door. If the child does not leave immediately and in silence, she will leave and go to the principal to report him for disobedience."

- "If a child is sent out of the room for any reason...no report is made if he leaves immediately and in silence. He could now go anywhere else in the school, including right back into the classroom from which he is expelled if the teacher will accept him."

- "For serious misbehavior, such as failure to leave when told to do so... the child is sent to the principal, who will only inform him of the rules, but will neither criticize him nor ask him not to repeat his behavior."

- "After the third serious misbehavior in one school year, the principal and counselor will meet with the child and again inform the child of the rules of the school and the consequences of further misbehavior."

- "After six misbehaviors in one year, the child, child's parents, the principal, and the counselor meet. The child and parents are informed of the rules and the consequences. The parents are asked not to criticize or punish the child."

- "After the ninth misbehavior in one year, the parents would be asked, if agreeable also to the child, for the child to be taken home, kept in isolation the rest of the day, without radio or television, and then permitted to return to school the next day. Parents are asked not to talk to the child, not to ask questions, and not to punish. The procedure is used only if both the parent and the child accept it freely. Refusal on the part of either will lead to expulsion of the child from the school."

INTERACTING MEMBERSHIP

The involvement of students, staff, parents has been described at length in the foregoing categories.

LOCAL EVALUATION

Despite efforts to explain the innovation before its implementation, confusion was considerable:

> "...many children wandered around in a daze. The most popular room was the study hall which could hold up to forty children comfortably. We permitted any behavior, except outright rowdyism, and we found the room at times resembled a packed subway with over one hundred children buzzing away, playing games, shouting, and in general appearing not to know what was going on."

> "...a hard core who did not go to class existed and they met in the study hall...Bedlam was constant in this room...Some children just came into the room, went into a trance, and stayed this way the whole day... Cards and game of war were prohibited, but checkers and chess were allowed. ..."
>
> "By the end of the year, the conduct in the school was admirable. Teachers reported they were enjoying their teaching, that the children were settling down. ..."

The Board of Directors established a commission to evaluate the school. The director of the evaluation was an attorney who had no other connection with Our Lady of Sorrows. A curriculum specialist visited the school unannounced, either alone or with one of his students. A sociologist had his students do a telephone interview of one-half the families near the end of the semester, to determine attitudes. A woman epidemiologist-statistician evaluated objective test results. Teachers and children filled out questionnaires. A team of graduate students did interviews with parents.

The observational groups were very enthusiastic. The parents were divided: about two-thirds liked the school, one-sixth didn't know what to think; one-sixth were unimpressed or hostile.

The children had advanced academically one year during the first academic year of the innovation.

Parents requested that the religion program be upgraded, that information report cards be issued, that children be forced to go to classes, that parents not be dependent on the child's permission to come to talk to the child's counselor.

PROJECTIONS

Procedures would be tightened. A new, expanded information manual for parents is planned. The Progress Chart will be refined to make it easier to read. Units of study will be duplicated for parents, to acquaint them with class content. Rational Education will be expanded to other schools. A summer institute (1974) was planned to explain the system in detail. A comprehensive manual, in the form of a book, is being prepared to report the experiences of Our Lady of Sorrows School, and to give directions for establishing Rational Education in other schools.

Individualized Instruction

Ursuline Academy
4900 Walnut Hill Lane
Dallas, Texas 75229

Sr. Elizabeth Bourgeois, O.S.U.
Principal

RATIONALE AND/OR GOAL FOR THE INNOVATION

"The past seven years' experiences have been a constant search to reach students and to offer them a greater challenge. In keeping with the basic Christian philosophy of the school, Ursuline has developed its individualized program. We see this method as leading to greater personal responsibility in the learning process and a means of success building on success."

HISTORY OF THE INNOVATION

Learning Activity Packets (LAP's) were among the first efforts toward individualizing reading and language arts for the seventh and eighth grades. Success led to LAP's for intermediate grades. Reading (fifth through eighth grades) was then taught in one room, where LAP's at various levels of ability and interest are available.

Nongraded approaches to other disciplines were then developed. Age-levels and grade levels (grades five through eight) were combined so that subjects were taught to the skill and reasoning level of each child.

In 1972, an attempt was made to individualize scheduling totally. The classrooms became learning centers with little or no group instruction, and almost total individual work according to the prescription of the teacher. In addition to academic classes, there were group activities involving creative artistry: macrame, embroidery, ballet, sewing, and others.

In 1973, cluster scheduling was added. A "cluster" is defined as a small group (two to four students). An example of cluster scheduling might be: Cluster 501 might have French each time with Cluster 509, 510, and 512. Cluster 501 may meet for reading with Clusters 502, 503, and 504. Cluster scheduling seemed to allow for small group instruction and individualized pacing.

By 1973-74, the innovation that had gradually developed also in grades one through four took another form. Two open classrooms housed students of grades one through four, and students were able to move both on schedule and with some freedom from one learning area to another.

UNIQUE FEATURES OF THE INNOVATION

No single long-range plan was implemented. One aspect of innovation led to another. Any approach judged likely to lead to greater personal responsibility in the learning process was initiated as it appeared likely to achieve the stated goals.

LOCAL EVALUATION

- Weekly student-teacher conferences are held in each discipline. At these conferences, goals are set and evaluated by student and teacher. Individual contact is maintained.
- Quarterly progress is evaluated by teacher and student, and a report is written. Parents are invited to come to receive the report card, and to confer with the teacher.
- Yearly testing is done with standardized tests. The student's performance is measured against his own performance a year earlier.

PROJECTIONS

"We hope to continue our individualized program, ever seeking new means of reaching and challenging the student."

---

[4]Similar programs on Individualization were reported by: St. Bernard's School, Dallas, TX; St. Rose of Lima School, Brooklyn, NY

Variations of Non-graded programs were reported by : Mary Immaculate School, Dallas, TX; St. Mary's School, Freeport, PA

Interdisciplinary Team Approach

St. Mary Middle School
261 Elm Road, N.E.
Warren, Ohio 44481

Mr. James R. Ruffing
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

"As a Middle School, it is our objective to continue the elementary program and to provide experiences and activities that will help prepare the student for the more specialized curriculum of the high school. We strive to provide a framework in which each student can develop to the best of his ability."

UNIQUE FEATURES OF INNOVATION

- The building is a former high school, four floors, ample room -- library, media center, three learning centers, chapel, science lab, cooking and sewing facilities, full gym.
- The learning centers were developed financially by the students selling candy.
- Physical arrangements such as painting, wiring, etc. were done by the students themselves.
- Individualized instruction, homogeneous grouping, and the multi-text approach contribute to the profile of St. Mary Middle School.
- Each grade has a fully equipped learning center staffed with a qualified and certified teacher who is available for individual instruction and counseling.
- A staffed production center is provided. Students can produce materials to exemplify their learning in a particular area.
- Each student is given the opportunity to utilize a special reading teacher in the reading center at least once a week, or he can utilize that time to use the controlled reader or skill tapes of varying difficulty.
- Unified Arts is the union of the various arts such as art, woods, cooking, sewing, music, and physical education.

INTERACTING MEMBERSHIP

Students are from varied socio-economic backgrounds, ranging from parents who are professionals to a few who are unemployed. The student population draws from nine parishes in the city of Warren and surrounding cities; direct involvement in parish activity is limited.

The faculty consists of four teams -- grade six team, grade seven team, grade eight team, and unified arts team. Some area of specialization is required of all teachers. Staff members function as part of a team. A spirit of openness, sharing, and willingness to become involved with other teachers and the students are characteristics required of all staff members. All decisions pertaining to scheduling, curriculum, grouping, and programs for the students are made by the team and are the responsibility of each team member. All team members are involved in the teaching of religion and a block subject.

All faculty members are involved in weekly in-service preparation.

There is clergy involvement in the religion curriculum.

Merged Schools

St. John School
215 7th Avenue
Foley, Minnesota 56329

Sr. Harriet Anderson, OSF
Principal

RATIONALE AND/OR GOAL FOR THE INNOVATION

In 1968, the idea of an area school was conceived because of bus transportation for Catholic School children. In addition to this, two smaller Catholic Schools in the area were forced to close because of small enrollments and decrease in Religious personnel.

The goal we hoped to achieve was to unite the forces of eight parishes in order to provide a Catholic education for more than children of just one parish.

> "WE BELIEVE that the function of education is to nurture unique human beings. Therefore, each child is offered wide experiential learning opportunities through individualized learning, small group instruction and independent research projects.
>
> "DAILY MASS planned by students - a vital outgrowth of the religion program - expresses and strengthens unity of the Christian community of personnel and pupils. Living in the presence of Christ, the faculty encourages student involvement in such a way that he gradually assumes responsibility for his own spiritual, intellectual and temporal welfare and that of others."

HISTORY OF INNOVATION PROCESS

In 1969, a new board of education was established consisting of two members from Foley, and one from the other seven parishes of Brennyville, Duelm, Foreston, Gilman, Mayhew Lake, St. Patrick, and Morrill. On December 2, 1969, the new board and pastors met to discuss tuition and registration. It was decided that the pastor, principal, and some of the staff members of St. John's School go to each parish and explain the benefits of a Catholic education. This resulted in an additional registration of almost 100 children for the 1970-71 school term.

This meant hiring additional lay personnel, organizing the best utilization of the building space, acquiring additional school furniture and materials. In August, 1970, our enrollment was 290 students. For the 1974-75 school term, we have 266 students. In 1973, we opened a kindergarten which has helped stabilize our enrollment and is a feeder for new families.

At this time, we are on a split shift schedule 11:30 a.m. to 5:30 p.m. This is because the high school is overcrowded and have been unable to pass a bond issue for a new school. This shift does not seem to affect the learning of the students, but it is more difficult for us as a staff to interact as we did in the past. It also caused the end of the high school release time program which gave us more contact with the priests of the area.

UNIQUE FEATURES OF INNOVATION

The eight parishes have cooperated remarkably well in supporting and encouraging Catholic education.

INTERACTING MEMBERSHIP

We have one male teacher - 10 female teachers - two of these are Protestant - five are Sisters. We also have a Special Learning Disabilities Teacher paid by the public school, but who works in our building full-time. In addition, we have one Teacher Aide on the school payroll.

Structure of Interaction

Grades K-3 are partially self-contained except for reading and math, Grades 1-3. There is an extra teacher and the aide so that the reading and math groups can be small. Grades 4-6 are completely departmental.

Student Population

Most are from farms or rural areas. The number of students seems to have stabilized.

LOCAL EVALUATION

It seems that this school would have literally died if it had only been for students from St. John's Parish. But having students from several parishes has made the school alive and vital. The difficulty of the first year was the adjustment to so many new students.

Since the Minnesota Tax Credit Law has been declared unconstitutional by the Minnesota Supreme Court, it is difficult to project for the next five years. Much will depend on how much the people of this area value Catholic Education and how we can somehow provide for the poorer members of the school.

Multi-Age, Multi-Unit

Holy Family of Nazareth School
2323 Cheyenne Street
Irving, Texas 75060

Sr. Joan Pitsch
Principal

THE INNOVATION

Holy Family of Nazareth School has an enrollment of 330 students in Grades K-8. All students are in multi-age groups for the basic subjects in the morning; they are in homeroom grades in the afternoon.

UNIQUE FEATURES OF INNOVATION

A continuous Progress Program for grades K-5 is followed in the morning.

- The first half-hour is spent either at Mass or in studying Religion. This is followed by a two-hour language arts block.
- Children move to an appropriate math class during the one-hour math block.
- Contracts are instructional tools used from about the third grade level.

Specialized teachers of reading, math, English, and science conduct departmentalized but multi-age groups in the morning.

- Students are placed into groups best suited to the levels which follow the instructions they completed in the K-5 program.
- Reading, math, English, and science are taught by specialists.

DIFFICULTIES OF THE PROGRAM

- Increased planning time is required.
- Voluminous record keeping is needed to keep track of each child's progress.
- A teacher must develop a sensitivity to the needs of each student.
- Lazy children need to be identified and prodded to action.
- Teacher aides and volunteer help are necessary.

LOCAL EVALUATION

"We feel the program is worthwhile because of improved attitude toward school, increased teacher communication and better public relations by bringing parents into the school. Primarily, we see children developing better self images in striving toward independency in their work and in accepting responsibility of learning and of being satisfied with their accomplishments."

Open Classrooms School

St. Mark School
607 Fourth Street
Altoona, Penna.

Sr. Mary Lambert, RSM
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

A simple statement of the goals established by St. Mark's administrators, Rev. Louis J. Mulvehill, S.T.L., Pastor, and Sister Mary Lambert, R.S.M., Principal, is that the parochial school aims to provide "...a high quality of Christian living and education."

> "As Christian educators, the faculty is dedicated and committed not just to teach, but to lead children to an ever deepening love of God.
>
> "More and more...it becomes the Catholic educator's task to awaken the student to a sense of his own purpose by drawing out from him his unique creative power, and responses to life."

HISTORY OF INNOVATION PROCESS

In 1968, St. Mark parish was faced with a dilemma: the school facilities were inadequate, and the wisdom of building a new structure had to be weighed.

Convinced of the value of a faith-oriented educational system, the administrators, faculty members, and parishoners of St. Mark Parish decided to take literally the maxim that education is a "building process."

The original 73-year-old three-floor building was renovated and a one floor structure was added. Only two floors of the original building remained. The first floor now provides a faculty room, health room, book store, office, and double conference room which can be converted to one large room when necessary. The second floor houses the music and art departments, evidence of the value placed by parishioners in the arts as part of one's education. The music department has a classroom, choral room, record library with listening facilities, an individual practice room, and storage for musical instruments. The art department includes a classroom, workroom, and art supplies storage room.

The new addition to the building has twelve class areas, a principal's office, conference room, and spacious library-learning center.

UNIQUE FEATURES OF INNOVATION

- Individualized instruction, drill, enrichment, and special interests are provided in order to achieve the goals of the school.

- The twelve class areas are grouped into three carpeted clusters to provide flexibility, and to meet the students' needs in large, average, and small groups.

- Each cluster can be divided into smaller areas by means of movable partitions designed for use as bulletin boards, magnetic boards, peg and chalk boards, screens, book cases, etc.

- Sixteen carrels, eight of which are electronically equipped, are a special feature of the learning center, which can accommodate individual and group work on all levels.

- At weekly inservice meetings, teachers pray and reflect together to deepen their spirit as a faith community and to confirm their belief as Catholic educators.

- The focal point of emphasis in the curriculum is a well developed Religion program. Formal religious instruction classes are supplemented with opportunities for religious experiences in liturgy and scripture. Students are often responsible for planning liturgies as well as participating in them.

- Parents - the prime educators of their children - are actively involved in the religion program THROUGH FORMAL PRESENTATIONS OF CONTENT MATERIAL, and through informal invitations to participate in classes and religious services.

- Owing to the variety of groupings possible in the cluster arrangement, efforts are made within each group to create community and to enliven the awareness of all that God is doing among us. It is this spirit that overflows to the other areas of the program.

- The Student Council and its committees provide a vehicle for students to express ideas, initiate planning, and become involved in the decision-making process.

- "Alternatives" become key concepts with regard to quality instruction.

- A full-time resource person is available at all times to assist children in the selection of materials.

- Parent-teacher-student conferences have provided the most personal and informative type of evaluation. They describe and interpret the uniqueness of each child.

INTERACTING MEMBERSHIP

The school is staffed by fifteen regular staff members, some student teachers, and student volunteers from the Education Department of St. Francis College, Loretto, Pennsylvania. The school is staffed by the Sisters of Mercy, Province of Scranton.

The present student enrollment is 315; the school structure is designed to accommodate 400.

LOCAL EVALUATION AND PROJECTIONS

"In 1968, Saint Mark Parish faced a dilemma; today, they move forward in their dream! A strong conviction in the value of Catholic education, the courage to build, the sacrifices and generosity of the parish people, the dedication and creativity of professional educators, a spacious and thoroughly modern "open classroom" structure --- these are the ingredients that are uniquely blended together and which are making a faith community come alive at St. Mark's, Altoona, Pennsylvania.

PLAN

Our Lady of the Snows School
79-33 258th Street
North Floral Park, N.Y. 11004

Sr. Patricia Strozak
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

"...respect for the individual, a Christian Community environment, and concern for the person's total human growth..."

"The religion program focuses on providing a Christian environment where the child not only hears the message of Christ, but where he can enter a community of adults trying to live a school community of faith."

"...provide quality education in an atmosphere of Christian Community."

To achieve these goals, PLAN materials are used as a means or tool for individualizing the instructions so that the unique needs of each child will be met in an educationally sound way.

HISTORY OF INNOVATION PROCESS

Prior to 1972, Our Lady of the Snows School participated in Project START (Schools That Are Restructuring Themselves), sponsored by the Brooklyn Catholic Schools Office. Since 1972, the administration and faculty proposed using PLAN (Programmed Learning According to Need), a Westinghouse Learning Corporation program.

UNIQUE FEATURES OF INNOVATION

- PLAN presents a core curriculum in language arts, math, science, and social studies.
- The curriculum is varied and allows for various learning styles among students.
- Computer services allow for rapid feed-back to students, and systematic planning and record-keeping for teachers.

- Audio-visual materials and a variety of textbooks and materials are widely utilized.

- Parents of students have been trained as teacher aides who follow up lessons with drills, discussions, and encouragement.

- The teacher is free to adapt, implement, tailor, and enrich the PLAN materials as she sees proper for the good of the child or the class as a whole.

- Adaptations during the past year included greater emphasis on language arts and math in primary grades; Current Events Days; use of substitute books or alternate approaches, e.g. using visuals, tapes, dioramas, realia; contests to encourage creativity.

INTERACTING MEMBERSHIP

The professional staff consists of a principal, an assistant to the principal, two special education teachers, a school secretary, 23 grade subject teachers, speech teacher, nurse, guidance counselor, as well as 150 parent volunteers. The staff provides diverse educational backgrounds. Most have or are pursuing their Master's Degree, and are certified by New York State. They are constantly expanding their professional careers by attendance at in-service courses, seminars, lectures.

Data on student population was not included in innovation information, but the size of the student body may be inferred from the size of the staff.

LOCAL EVALUATION

Ninety-five percent of more than 200 visitors at Open School Week in November, 1973, wrote favorable comments in regard to PLAN. Most visitors noted improvement in work habits, organization, and noise level over the previous year. Negative reactions questioned the effectiveness of PLAN for the slow child, or one that is not easily motivated.

A public school principal found Our Lady of the Snows School "a very exciting school."

The speech team won first prize in the Elementary Catholic Forensic League. The 7-8 grade choir participated in the pageant in the President's Park in Washington, D.C. during the previous Christmas vacation.

That the children have developed social consciousness was evident by the 70 baskets of food at Thanksgiving, and toys at Christmas for the needy of Brooklyn.

PROJECTION

"While this program is not...unique...I do believe it has potential and that it is possible for schools to adapt successfully."

Upgraded Program

Saint Mark School
7207 14th Avenue
Kenosha, Wisconsin 53140

Sr. Gertrude Wissing, OSF
Principal

THE INNOVATION

In response to the invitation of the Milwaukee Archdiocesan Office of Education to submit information about Saint Mark School, Sister Gertrude writes:

"...I would like to give the following information..."

1. Science - We teach the SCIS Program in grades seven and eight. The SCIS Program in grades one through six. There are two phases in the latter program: physical science being taught in grades one through six and life science being taught in grades 1-4-5. We are able to have both programs in grades one through six due to the fact that we have two rooms of each of these grades.

2. Reading - Ginn 360 Series - This year for the first time, we have been able to non-grade our reading program in grades one through six on a multi-age basis. One of the reading consultants from the Milwaukee Archdiocese helped us set this up.

3. Learning Centers - We have one for the Primary Grades conducted by one of our semi-retired Sisters with the help of mothers. Both remedial and enrichment materials are offered, using primarily the SRA Reading Kits.

   We are still in the initial stages of our Intermediate Learning Center. We have the room set up but are in need of a para-professional to run the program. When this happens, we are ready to go.

4. Tutors - We have four semi-retired Sisters who tutor groups and/or individual students daily every morning.

5. Music - We have a new young lady music teacher who is working with an individualized music program. There are still plenty of bugs to clear away, but it is a good start. Musical instruments for this program were funded through our Home and School Association.

LOCAL EVALUATION

"It is all far from being perfect, but we are working on it."

Urban Community School

Urban Community School
West 25th and Washington Ave.
Cleveland, Ohio 44113

Sr. Veronica, OSU
Director

RATIONALE AND/OR GOAL FOR INNOVATION

The rationale of the Urban Community School, as stated on July 10, 1968, is quoted in its entirety:

> "The model Urban Community School on the Near Westside of Clevelend will be the first of its type in Cleveland, as well as unique in the country in its combination of educational aspects. The educational center will be governed by a Lay Board of Directors representing the community, and will be staffed by a combination of Ursuline Sisters and lay teachers.
>
> "The structure and curriculum of the school will employ the newest proven educational techniques and equipment utilized on the St. Malachi Intermediate Campus and the St. Patrick's Primary and Junior High Campus. In meeting the needs of the Near Westside community, the school will reflect and capitalize on the mosaic of national cultures and races in the community. The Montessori Method of Individualized Learning will be employed in the Primary School along with a Perceptual-Motor Program. Continuous progress through an adaptation of nongradedness will assist the pupils of varying backgrounds in achieving an individually tailored quality education. A second language will be built into the multi-cultural program.
>
> "The educational program of studies will encompass the learning content of the elementary school with special attention being given to the bridging of the gap between various pre-school programs and first-level education. Special emphasis will be placed on humanistic moral formation, employing new methods in a religion program.
>
> "The Urban Community School Complex will operate as a model, independent educational unit with the encouragement of the Diocesan School System. The administrative body is the Board of Trustees of which the Director is a member. Progress reports on the model school will be made quarterly, or when requested, to the diocesan school board, which will entrust the operation of the school to the Urban Community School Board."

The philosophy formulated on September 21, 1972, states:

> "It is the aim of the Urban Community School to recognize that the uniqueness of each child is the concern of the educator, and that his whole being, physical, mental, social, emotional, and moral is to be guided to his potential development so that a healthy self-concept may lead to a well-adjusted life with his family, his world, his church, and his God.
>
> "The Urban Community School will be religious oriented, drawing upon and fostering the religious sensitivities of the students. Special emphasis will be placed on humanistic, moral formation, employing the best methods in religious education.
>
> "It is our aim to prepare the student so that he is flexible enough to respond to the problems in his community and eventually to effect improvements in society as a whole."

HISTORY OF THE INNOVATION

The Urban Community School (UCS) originated in 1968 by merging the St. Malachi and St. Patrick Schools in the Near Westside of Cleveland, a Federal Poverty area. The local problems concomitant with the staggering changes in the neighborhood caused by the influx of a conflicting variety of people of different national origins, colors, religions, economics, prejudices, and languages, could no longer be served by traditionally structured schools. Confusion and friction between families reflected the impossibility of families understanding each other. The church pastors and the Sisters of the Ursuline Order who taught in the schools were convinced that a whole new educational structure was needed to meet the needs of the changing population.

With the approval of the Catholic School Board, the staff of the Urban Community School was given the freedom to experiment with educational programs and techniques in the search for appropriate tools to be used in the school. The teachers were free to develop their own program of non-gradedness with special emphasis on self motivation of the student, individual instruction, small group learning. It was hoped that students reaching the upper grades would be capable of independent study.

UCS must raise its own funds for all salaries and operating expenses. A single benefactor donated $100,000.00 "seed money" for the first year. With this money, UCS was able to help stabilize the neighborhood. A Board of Trustees, representing the community at large, and the Director of the school set up the by-laws and incorporated it under Ohio laws in August, 1968 as the PM Foundation, Inc. This set up the policy of the school. The tax status of UCS is a public charity, not a private foundation.

During the 1973-74 academic year, the first annual campaign for UCS set its goal at $84,000.00. They realized about $110,000.00. The goal for 1974-75 is set at $90,000.00 but it is likely the amount realized will be greater than the goal.

A Martha Holden Jennings two-year grant of $11,500.00 was used for funding a motor perceptual program for the lower primary unit.

For the first four years, UCS was able to accept students without charging tuition. After funding ran out, tuition on a sliding scale was necessary. The scale is reproduced after the completed profile.

UCS has proved its effectiveness. The Cleveland Press in April, 1970, reported a city-wide annual pupil turnover of 61%; during the 1973-74 academic year, UCS had less than 10% turnover within their 315 student population.

UNIQUE FEATURES OF INNOVATION

- The Urban Community Complex operates as a model, independent educational unit with the encouragement of the Diocesan School System.
- The pattern of organization of the school and its curriculum is flexible, to provide for the educational needs of the children.
- The school is multi-cultural and multi-racial.
- English is taught as a second language to the Spanish-speaking children. Spanish is taught to all students.
- UCS has become a valuable center of innovative urban education. It is a resource for education and psychology departments of many colleges and universities. Students from Cleveland State, Case-Western Reserve, St. John's, Westminster, and Defiance Colleges visit UCS to work with the staff and to study their methods.
- Modern mechanical teaching methods and aids add to the strength of the teaching program. The Hoffman Reader is operated by the student who can see and hear stories, and he can test himself for comprehension. The Decoding Machine is used for the study of phonics that works with a recorder and control booklet. Study booklets help the students to learn vocabulary and word analysis at eighteen levels. The student is able to test himself on word analysis and vocabulary achievement.
- The teacher:student ratio is maintained at 1:21. More than 100 volunteers/week in the school enable effective individualized instruction.

- The school works with many agencies in the area: Cleveland Guidance Center; Mental Health Services with two consulting psychologists available; Ohio Bell Telefriend -- a tutoring program; WMCA pool facilities weekly; Carnegie West Library; and many others.
- The staff is outstanding in its dedication. Each member puts in many long hours of preparation to make the program work.
- UCS enjoys high visibility which brings financial support of foundations, corporations, individuals, and many churches of various faiths.
- Upper primary program takes students into the community to study language, arts, music, and social studies as they explore bridges, rivers, and boats in the heart of the city.
- UCS is one of the few Christian ecumenical elementary schools in the nation. All members of the faculty, which consists of ten Catholic lay teachers and seven Ursuline Sisters, are joined by nine ministers (Methodist, United Church of Christ, Catholic, Presbyterian, and Episcopalian) to teach religious education to the students.
- Religious education is given high priority.
- Four ministers send their children to UCS.

INTERACTING MEMBERSHIP

Staff members at UCS include:

- Five Ursuline Sisters with Masters Degrees
- Two Ursuline Sisters (no M.A.)
- Eleven Catholic teachers with B.A. Degree
- One Jesuit Brother who teaches all religion in upper grades
- Six Title I personnel funded with federal money
- Five Auxiliary Service personnel funded with state money
- Five persons who implement the government-funded food program
- Two bus drivers from the Jesuit Volunteer Corps
- Two secretaries
- One librarian
- One physical education teacher who works part-time.
- More than 100 volunteer aides/week.

STUDENT PROFILE

	CATH.	NON-CATH.	TOTAL
American Indian	3	0	3
American Negro	11	23	34
Oriental American	1	0	1
Spanish Surnamed	85	2	87
Caucasian (Mixed European and Appalachian)	147	42	189
TOTAL	247	67	314

LOCAL EVALUATION

Among the strengths of the program at UCS are the following:

- Strong and dedicated faculty.
- Strong Board of Trustees who govern the school, whose student body is drawn from the Near Westside of Cleveland. The geographic boundaries of the Near Westside are the Lake to Clark Avenue and the River to 84th Street.
- A value-oriented education provided by the Christian Ecumenical School.
- Broad community support. Ninety percent of the budget comes from the community; parents contribute 10% of the budget.

There are weaknesses of which UCS is keenly aware:

- Assistant principals in each building teach all day. The director spends at least 50% of her time trying to raise money and in writing proposals. This takes time from supervision. There is a great need for a free principal under the Director.

PROJECTIONS

- There is a possibility that the Primary and Junior High units will need to be relocated to another building.
- UCS anticipates being able to operate in the black, due to the annual campaign.

School Without Failure

St. Francis de Sales School
11 So. Buesching Road
Lake Zurich, Illinois 60047

RATIONALE AND/OR GOAL FOR INNOVATION

Because Lake Zurich has become one of the fastest growing areas of Metropolitan Chicago, it has developed special problems. There are problems of instability, emotional and financial insecurity, rootlessness, and spiritual poverty -- problems which have necessitated a change in the design of the school program. Flexibility and adaptability now must characterize the spirit of Vincentian service which permeates the school.

The school curriculum is guided by a "No Failure" philosophy which accepts each child as a unique individual with specific needs. William Glasser provides the rationale which formed the basis of retooling at St. Francis de Sales.

HISTORY OF INNOVATION PROCESS

In 1970, Sr. Mary Patrick Jones, D.C., was named principal of St. Francis de Sales School. Her deep conviction that "School Without Failure" is a concept very much in line with the Judeo-Christian ethic of education motivated her to implement the concept in her newest assignment.

A time-line profile of the innovation process followed this sequence:

- During the first weeks of the new academic year 1970-71, the faculty of St. Francis was notified that the reporting system would be based on a child's achievement measured against his own abilities. No "D's" or "F's" were to be used on any grading record. "Incomplete" would be assigned to a student's performance until he reached a desirable level of accomplishment. Any parental and student opposition to the "No Failure" concept was overcome through frequent discussions.

- In September, 1972, the "A-B-C" report card was abolished completely, and a Progress Evaluation card was presented for approval.

- The constant opposition of the School Board was gradually reversed by evidence supporting the effectiveness of the new program.

- "Reality Therapy" was concretized in a class of eighteen students from second through fifth grades where bright and slow, active and passive students worked together. A teacher with specified characteristics was selected to facilitate learning among the students.

Restructuring was planned.

- Multi-age classroom students joined a peer group for religion, physical education, and music classes.
- It was determined that most discipline problems stemmed from insecurity in basic reading and math skills. Special tutoring programs were provided for these students.
- Electives with special emphasis on a Christian and humanistic approach were added to the curriculum. Learner-oriented, personalized curriculum replaced the subject-matter oriented classes. Electives helped students develop latent and unknown talents.
- Three staff members participated in special training sessions.
- Extensive in-service for parents was provided.

UNIQUE FEATURES OF INNOVATION

- The "School Without Failure" is guided by the concepts of involvement, relevance, and thinking.
- Classroom arrangements are flexible; teachers act in a non-judgmental manner; a child develops a sense of self-worth.
- Success and discipline problems appear to develop in an inverse relationship.
- After careful STAFF DEVELOPMENT, teachers begin to recognize that the educational endeavor is an easier and happier experience when "No Failure" philosophy and "Reality Therapy" are basic to learning activities.
- Evaluation instruments must necessarily change as teaching-learning methods change.
- A basic assumption is that children learn to become responsible from their experience of success.

INTERACTING MEMBERSHIP

The staff consisting of Daughters of Charity and dedicated lay teachers presently teach a total population of 340 students. These children, grades 1-8, represent 180 families, among whom:

- 20% are in need of financial assistance.
- 25% appear to have no Church involvement, although they identify themselves as Catholics.
- 37% are in need of professional counseling for serious emotional problems.
- 22% are families with only one parent in the home.

Because Lake Zurich has no clinics or public aid bureaus to service the needs of the poor, and there is no public transportation system within many miles of the city, the staff at St. Francis are trying to respond to the needs of the community in four ways:

- Efforts have been made to identify needs.
- The services of public health nurses and psychological services have been procured for the public, while the staff work as counselors for families needing support and encouragement.
- The St. Vincent de Paul Society has been motivated to help the financially poor with foodstuffs, clothing, and no-interest loans; a volunteer organization which offers transportation to the needy was fostered.
- A School Lunch Program was adopted so that not only needy students would be provided with free lunches, but hot meals are sent out to elderly or sick people of the area.

LOCAL EVALUATION

"With such an innovative, humanizing, and Christian approach to learning, I believe America can be a happier and healthier society."

This is the conviction of Sr. Mary Patrick Jones, D.C. Sister concretized her convictions by implementing a "School Without Failure."

Over a period of only four years, effects were noticed in every component of the education endeavor. Vandalism declined, discipline improved, and happier children achieved a higher level of academic achievement.

The emphasis in school shifted from TEACHING to HOW CHILDREN LEARN.

The staff developed a noticeably higher morale, a more Christian spirit, and a less dictatorial manner. Staff members who in earlier years complained about "problem students" now speak of the successes of these special students.

PROJECTIONS

No specific projections are detailed at the administrative level. It is clear, however, that "School Without Failure" has made an impact at St. Francis de Sales School. It is likely that the rewarding educational system for which the end product is the development of a Christian person with a Success Identity is here to stay at St. Francis de Sales.

Self-Paced, Departmental, Shared-Time

Mount Saint Peter School
100 Freeport Road
New Kensington, Pa. 15068

Sr. M. Martina, OSF
Principal

RATIONALE AND/OR GOAL FOR INNOVATION

In order to facilitate the development of the maximum potential of each child, a variety of structures and instructional techniques is utilized.

In part, Mount St. Peter seeks to promote understanding among peoples of different races and creeds.

THE INNOVATION

The program adopted at Mt. St. Peter is one based on departmental work, with each teacher specializing in a given area. The major concern, however, is that children progress at their own rate in a peer-setting arrangement. Learning centers, games, activity cards, individualized learning machines, and teacher-aides help to provide drill work for individual weaknesses and as enrichment activities for those who need to be challenged.

UNIQUE FEATURES OF INNOVATION

- A variety of approaches is implemented to achieve the goal of allowing children to progress at their own rate in a peer setting.
- The school library is excellently equipped with 2,000 books. It serves as a visual aid center where filmstrips, overhead transparencies, and cassette tapes are available for use of the students.
- Government subsidies provide hot lunches, well-balanced and nutritious home-made meals, prepared by volunteer mothers.
- Government funded programs include remedial reading, speech therapy, and psychological testing.
- A shared-time program with a neighboring public school provides sewing, home economics, shop, and mechanical drawing for students of Mt. St. Peter.

INTERACTING MEMBERSHIP

- The student population is composed of 10% Black, 10% different religious denominations.

- Five Franciscan Sisters, along with lay faculty members, form a faculty of nine full-time teachers, a free principal, four part-time teachers, a school psychologist, a full-time librarian, and a school secretary who also works as a reading instructor.

LOCAL EVALUATION

The staff at Mount St. Peter School feel that they are providing for the unique needs of each student. They feel further that they are effectively promoting understanding among peoples of different races and creeds.

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[5]Cistercian Preparatory School, Irving, Texas made a brief report on their Form Master Program.

St. Mary of Carmel School, Dallas, Texas reported briefly on their Bilingual Program.

ELEMENTARY DEPARTMENT EXECUTIVE COMMITTEE
NCEA

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The ideal of
Christian education
will best be realized by
programs which create the widest
opportunities for students to
receive systematic catechesis,
experience daily living in a faith
community. and develop commitment
and skill in serving others. All who
share responsibility for educational
ministry should support programs
which give promise of realizing
this threefold purpose which
is the guide and inspiration
of all the Church's
educational
leaders

- To Teach As Jesus Did

"END OF DOCUMENT"